DOCUMENT RESUME

ED 476 888 HE 035 913

AUTHOR	Meinzer, Chris, Ed.; Merrill, Nancy, Ed.
TITLE	Fact Book on Theological Education, 2002-2003.
INSTITUTION	Association of Theological Schools in the United States and Canada, Pittsburgh, PA.
SPONS AGENCY	Lilly Endowment, Inc., Indianapolis, IN.
ISSN	ISSN-0363-7735
PUB DATE	2003-00-00
NOTE	36p.; Published annually. For the 1998-1999 "Fact Book," see ED 434 633.
AVAILABLE FROM	Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275-1103. Tel: 412-788-6505; Web site: http://www.ats.edu.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Church Related Colleges; College Faculty; *Educational Finance; *Enrollment Trends; Ethnic Groups; Higher Education; *Institutional Characteristics; Private Education; Religious Organizations; Tables (Data); *Theological Education
IDENTIFIERS	*Association of Theological Schools

ABSTRACT

This fact book is produced to assist leaders of theological schools in strategic planning, policy development, and institutional evaluation. It is based on information submitted by the 244 member schools of the Association of Theological Schools in the United States and Canada. Thirty-seven of these schools are in Canada. Most of the members are formally affiliated with one church or denomination, and within this 80%, 7 of 10 are Protestant schools; the others are Roman Catholic or Orthodox theological schools. Half of the schools have enrollments of fewer than 206 students, and 8% are primarily Black, Asian, Hispanic, or significantly multiracial. The total enrollment of member schools in fall 2002 was 76,510. The tables and figures in this compilation contain data on institutional and student characteristics, including enrollment growth; student racial and gender composition; financial information on tuition, income and expenditures; and degrees awarded. (Contains 26 figures and 7 tables.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

The Association of Theological Schools
IN THE UNITED STATES AND CANADA

ED 476 888

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
D. Alestire
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Fact Book on Theological Education

2002·2003

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HV 35913

ISSN 0363-7735

The *Fact Book on Theological Education* is published annually by The Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, Pennsylvania 15275-1103.

To order additional copies or selected back issues, contact the Association by phone at 412-788-6505 or from its website: www.ats.edu

© 2003 The Association of Theological Schools
Editors: Chris A. Meinzer and Nancy Merrill

The mission of The Association of Theological Schools is to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public.

The *Fact Book on Theological Education* supports the mission of the Association by providing data to theological school administrators and to researchers in theological education. It also serves as an informational resource to church and denominational bodies, media representatives, and the general public.

ISSN 0363-7735

Introduction

ABOUT THE *FACT BOOK*

The 2002-2003 edition of the *Fact Book on Theological Education* introduces a totally new format to this long-standing publication of The Association of Theological Schools in the United States and Canada (ATS). Published annually since 1969, the *Fact Book* reports data that are provided by the member schools of the Association in the fall of each academic year. This edition is based on the data reported to ATS in the fall of 2002.

Designed to provide a concise overview of the current enterprise of graduate theological education in the U.S. and Canada, this publication consists of (1) an executive summary, "Theological Education Facts 2002," of the data provided by the member schools along with illustrative figures, many portraying trends over time, (2) a topical essay, this year focusing on the current student population of the member schools of the Association, and (3) a table of significant institutional characteristics of each member school.

The reader will note that most of the figures in this print edition reference a table from which the calculation was made in producing the figure. The tables are available in PDF (Portable Document Format) on the ATS website at <www.ats.edu>, where this print edition may also be found.

A grant from Lilly Endowment Inc. supported the redesign of the *Fact Book*. Anthony Ruger, senior research fellow with the Auburn Center for the Study of Theological Education, developed the preliminary text, tables, and figures in the "Facts 2002" section. Daniel Aleshire, executive director of the Association, is the author of the essay about students. The *Fact Book* was edited this year by Chris A. Meinzer and Nancy Merrill of the ATS staff. They were assisted by Deena Malone, who manages the ATS institutional database, and Louis Charles Willard, ATS director, accreditation and institutional evaluation.

The *Fact Book* is one of three resources provided by the Association to assist leaders of theological schools in strategic planning, policy development, and institutional evaluation. The *Institutional Peer Profile Report* (IPPR) provides member schools with comparative data from other member institutions, selected and identified as "peers" by the institution requesting the report. The *Strategic Information Report* (SIR), introduced in 1998, was developed with the Auburn Center for the Study of Theological Education and provides indicators of a school's financial and enrollment strength, stability, and position in relation to other ATS schools.

ABOUT THE ASSOCIATION

The Association of Theological Schools is a membership organization of graduate schools in the United States and Canada that conduct post-baccalaureate professional and academic degree programs to educate persons for the practice of ministry and for teaching and research in the theological disciplines.

The Association's mission is to promote the improvement and enhancement of theological schools to the benefit of communities of faith and the broader public. The Association seeks to fulfill this mission by engaging in four core areas of work: (1) accreditation, (2) leadership education for administrative officers and faculty, (3) development of theological education, and (4) communications and data.

Accreditation. The Association is recognized in the U.S. by the Department of Education and by the non-governmental Council for Higher Education Accreditation for the accrediting of graduate, professional schools of theology. The ATS Commission on Accrediting works cooperatively with the six regional accrediting associations in the U.S., with other professional associations, state departments of education, and other allied organizations in Canada and the United States. Accreditation visiting committees and ATS staff conduct approximately thirty comprehensive visits and thirty focused visits to the member schools in a given year.

Leadership Education. The Association conducts a comprehensive program of leadership education for senior administrative officers in the schools. The program includes conferences and seminars for presidents, academic deans, development officers, chief financial officers, and student services personnel. Educational programs are also provided for women in leadership, both administrators and faculty, and for racial/ethnic administrative leaders and faculty. The Association also supports faculty development by administering two major regranting programs, which serve to advance scholarship in the theological disciplines.

Development of Theological Education. The Association conducts practical research and convenes conversations about critical issues in theological education that need to be addressed in order to enhance understanding of theological education or to enable the schools to develop new skills or perspectives that are necessary for their development and improvement. Current work in this area includes a project on the character and assessment of learning for religious vocation and another focusing on technology and educational practices. ATS also maintains an ongoing emphasis on theological schools and the church.

Communications and Data. ATS publishes the *Bulletin* as the formal record of its work. It has published the journal, *Theological Education*, since 1964 and the *Fact Book on Theological Education* since 1969. A variety of other publications support various emphases and programs. The Association maintains comprehensive databases on the member schools, on student attitudes and perceptions, and on sources of funding for faculty research. These resources are available for use by the schools, the media, and for the scholarly study of theological education and the theological disciplines. ATS also maintains a website <www.ats.edu> that makes most of these resources readily accessible.

LIST OF TABLES AND FIGURES

THEOLOGICAL EDUCATION FACTS 2002

FIGURE 1 Religious Affiliations of ATS Member Schools 4
TABLE 1 Ten Largest Theological Schools by Student Enrollment in 2002 5
FIGURE 2 Total and Full-Time Equivalent Enrollment 6
FIGURE 3 Master of Divinity Total and Full-Time Equivalent Enrollment 6
FIGURE 4 Percentage of Total Students Enrolled by Degree Category 7
TABLE 2 Enrollment by Degree Categories, 2002 7
TABLE 3 Student Enrollment by Degree Category and Gender, 2002 7
FIGURE 5 Women as a Percentage of Total Enrollment 8
FIGURE 6 Percentage of Students by Racial/Ethnic Categories 8
FIGURE 7 Percentage of MDiv Students Under Age 30 8
FIGURE 8 Percentage of MDiv Students by Age in Fall 2001 9
FIGURE 9 Number of Students Who Completed Degrees, by Degree Category 9
FIGURE 10 Number of Full-Time Faculty 10
FIGURE 11 Women as a Percentage of Total Full-Time Faculty 10
FIGURE 12 Combined Racial/Ethnic Faculty as a Percentage of Total Full-Time Faculty 11
FIGURE 13 Racial/Ethnic Faculty by Racial/Ethnic Identity as a Percentage of Total Full-Time Faculty 11
FIGURE 14 Sources of Revenue for ATS Member Schools 11
TABLE 4 Tuition and Fees, by Country, 2002 12
FIGURE 15 Expenditures of Freestanding Theological Schools 12
FIGURE 16 Total Expenditures of Canadian Theological Schools, in Canadian Dollars 13
FIGURE 17 Total Expenditures of United States Theological Schools, in U.S. Dollars 13
TABLE 5 Long-Term Investments Held by Theological Schools, 2002 13
FIGURE 18 Average Master of Divinity Tuition 13
FIGURE 19 Gifts and Grants to Theological Schools by Source 14
FIGURE 20 Average Total Compensation for Selected Administrators and Faculty, Canada 14
FIGURE 21 Average Total Compensation for Selected Administrators and Faculty, USA 14

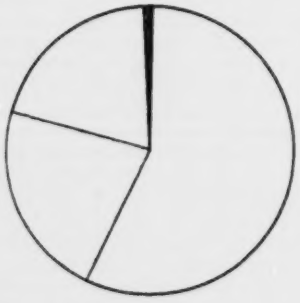
WHO IS GOING TO SEMINARY? A LOOK AT STUDENTS IN THEOLOGICAL SCHOOLS

FIGURE 22 Timing of Consideration of Pursuing Theological Education by Entering Students in Fall 2002 16
FIGURE 23 Trends in Total Fall Enrollment by Age 17
FIGURE 24 MDiv Enrollment in ATS Schools by Gender 18
TABLE 6 Change in Theological Position After Study 18
FIGURE 25 Trends in Enrollment in ATS Schools by Race/Ethnicity 19
FIGURE 26 Racial/Ethnic Enrollment in ATS Schools and U.S. Higher Education, Fall 1999 20
TABLE 7 Significant Institutional Characteristics of Each Member School, 2002-2003 24

BEST COPY AVAILABLE

Theological Education Facts 2002

FIGURE 1: RELIGIOUS AFFILIATIONS OF ATS MEMBER SCHOOLS



- Orthodox Schools (1%)
- Protestant Denominational Schools (57%)
- Roman Catholic Schools (22%)
- Inter/Nondenominational Schools (20%)

Source: *Fact Book Table 1.3 at <www.ats.edu>*

INTRODUCTION

"Facts 2002" provides an overview of the graduate-level institutions that educate religious professionals in North America and that are members of The Association of Theological Schools (ATS). This overview includes information on key factors such as types of schools, their size, characteristics of students and faculty, and finances. Advanced, i.e., post-baccalaureate, professional training has become the norm for many U.S. and Canadian religious groups and is required by some for ordination, although others ordain and otherwise recognize leaders who do not hold graduate professional degrees.

In the fall of 2002, ATS had 244 member schools. Of these, 216 had received accreditation, 11 were candidates for accredited membership, and 17 were associate members. Of the total in all three categories, 207 are located in the United States and 37 in Canada. Over the past 10 years, 25 schools became new members of the Association.

This section of the *Fact Book* presents a brief overview of ATS member schools, students, faculty, and finances. Facts about each institution can be found on **TABLE 7**, at the end of this publication. Extensive tables and figures that inform this report are available on the ATS website at <www.ats.edu>.

SCHOOLS

ATS member institutions are of several different types. Two-thirds operate as freestanding, independent institutions that may have consortial relationships with other schools but are not subject to the governing structures of a larger educational institution. One-third function as integral parts of a larger university or college-seminary combination.

FIGURE 1 shows the religious traditions and affiliations of ATS schools. Most schools (80%) are formally affiliated with one church or denomination. Within this 80%, seven out of 10 are Protestant schools; the others are Roman Catholic or Orthodox schools. The majority of inter/nondenominational schools (those with either multiple or no formal relationships to particular denominations) are Protestant in affiliation or orientation.

Although most North American theological schools are predominantly white in their racial/ethnic composition, 8% of the schools are primarily Black, Asian, Hispanic, or significantly multiracial. Further information about the racial composition of student bodies and faculties is provided below.

School and Student Body Size. Half of ATS institutions have enrollments of fewer than 206 students. The smallest schools have fewer than 30 students while the three largest schools each had more than 2,500 students in fall 2002. In general, Roman Catholic institutions, with an average student enrollment of 163, are smaller than Protestant institutions, whose average enrollment in 2002 was 353. The largest seminaries are inter/nondenominational or Southern Baptist Convention schools. **TABLE 1** lists the 10 theological schools with the largest student enrollments.

TABLE 1: TEN LARGEST THEOLOGICAL SCHOOLS BY STUDENT ENROLLMENT IN 2002

SCHOOL	LOCATION	STUDENTS
Fuller Theological Seminary	Pasadena, CA	4,138
Southwestern Baptist Theological Seminary	Fort Worth, TX	3,008
New Orleans Baptist Theological Seminary	New Orleans, LA	2,513
Southern Baptist Theological Seminary	Louisville, KY	1,903
Gordon-Conwell Theological Seminary	South Hamilton, MA	1,745
Dallas Theological Seminary	Dallas, TX	1,598
Southeastern Baptist Theological Seminary	Wake Forest, NC	1,508
Asbury Theological Seminary	Wilmore, KY	1,474
Trinity Evangelical Divinity School	Deerfield, IL	1,290
Golden Gate Baptist Theological Seminary	Mill Valley, CA	1,271

While the 10 schools shown on the table (each enrolling more than 1,000 students) are less than 5% of the total number of schools, they enroll 27% of the total number of students in ATS member schools. Furthermore, half of all students are enrolled in 35 of the 244 reporting member schools.

STUDENTS

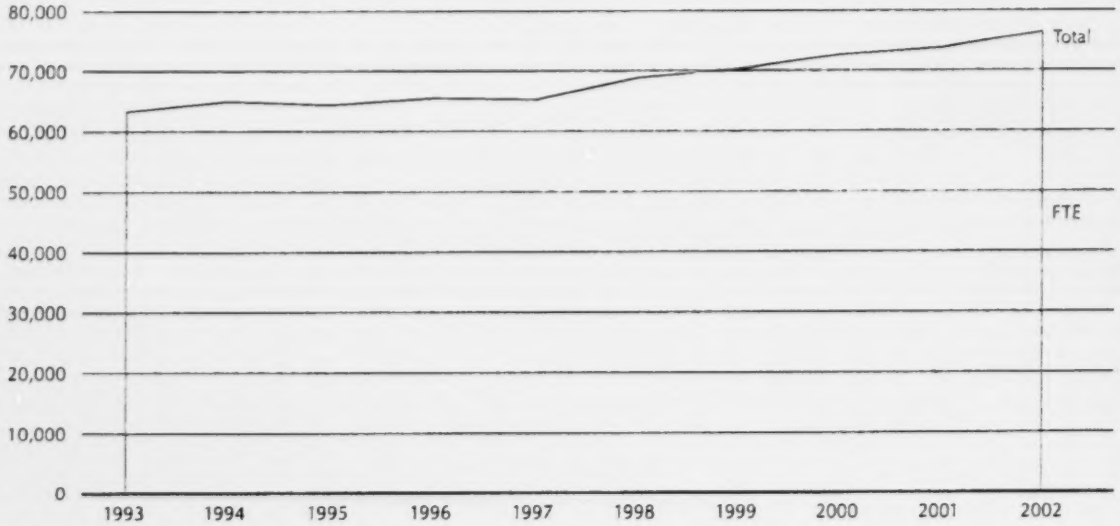
Enrollment Growth. The total enrollment of ATS member schools in fall 2002 was 76,510. The enrollment increased by 2,585 students or 3.5% from the fall of 2001 to the fall of 2002. Two factors contribute to the overall enrollment growth: an increase in the number of students and additional schools becoming members of the Association. **FIGURE 2** and **FIGURE 3** show changes in enrollment (both the number of individual students and their full-time equivalency [FTE]) for total enrollment in all schools and in the Master of Divinity degree program, respectively.

Full-time equivalency indicates the number of students that would be enrolled if all students were attending on a full-time basis.

The figures show that enrollment in theological schools is stable and growing slowly. Over the last 10 years, FTE enrollment has increased at an average rate of just over one percent annually. The increasing gap between the number of students enrolled and the FTE enrollment data indicates that increasing numbers of students are enrolled on a part-time basis.

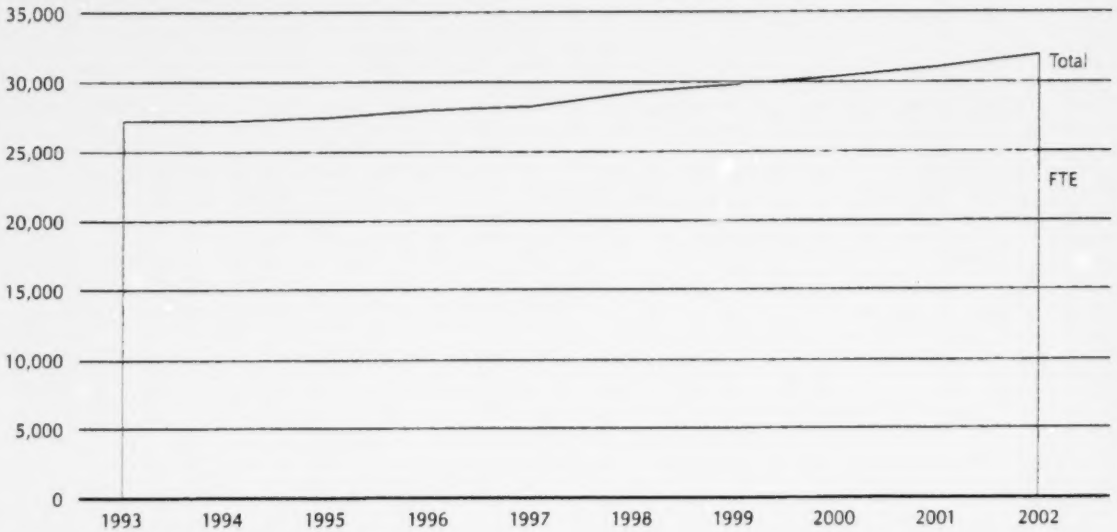
Enrollment by Degree Categories. ATS schools offer five types of degrees. The Master of Divinity (MDiv), the Basic Ministerial Leadership degree, is offered by almost all schools and is the degree that enrolls the largest number of students. The combined number of students enrolled in all other types of degrees, however, is larger than

FIGURE 2: TOTAL AND FULL-TIME EQUIVALENT ENROLLMENT



Source: *Fact Book Table 2.10 at <www.ats.edu>*

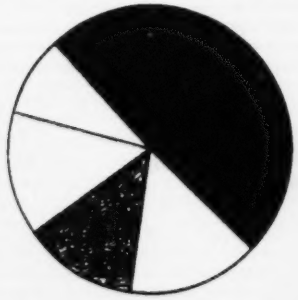
FIGURE 3: MASTER OF DIVINITY TOTAL AND FULL-TIME EQUIVALENT ENROLLMENT



Source: *Fact Book Table 2.11 at <www.ats.edu>*

the number of MDiv students. The other types of degrees include master's-level degrees that prepare students for ministerial leadership (Basic Ministerial Leadership Non-MDiv); master's degrees that prepare students for further graduate study or for general educational purposes (General Theological Studies); doctoral degrees, such as the Doctor of Ministry and Doctor of Missiology (Advanced Ministerial Leadership); and advanced academic degrees, such as the Master of Sacred Theology, PhD, and ThD (Advanced Theological Research and Teaching). Some ATS schools provide instructional support for master's and doctoral degrees of an affiliated university but do not grant the degrees themselves. The students in those programs are not included in the ATS enrollment statistics reported here or on the ATS website. **FIGURE 4** shows the percentage of students enrolled in degree programs, according to the degree program categories. **TABLE 2** indicates the number of students enrolled.

FIGURE 4: PERCENTAGE OF TOTAL STUDENTS ENROLLED BY DEGREE CATEGORY


Advanced Theological Research and Teaching (9%)
Basic Ministerial Leadership MDiv (49%)
Basic Ministerial Leadership Non-MDiv (15%)
General Theological Studies (13%)
Advanced Ministerial Leadership (14%)

Source: *Fact Book Table 2.2 at <www.ats.edu>*

TABLE 2: ENROLLMENT BY DEGREE CATEGORIES, 2002

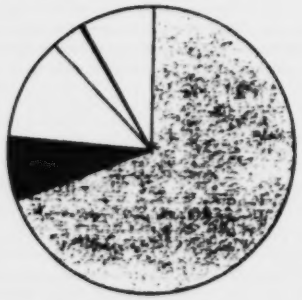
	TOTAL STUDENTS	FULL-TIME EQUIVALENCY
Master of Divinity	31,994	24,042
Basic Ministerial Leadership (Non-MDiv)	9,467	5,329
General Theological Studies	8,610	5,096
Advanced Ministerial Leadership	9,208	3,283
Advanced Theological Research and Teaching	5,653	5,064
Other	11,578	4,459
Total	76,510	47,273

Enrollment and Gender. The percentage of women theological students is gradually increasing, as **FIGURE 5** shows. In fall 2002, women were 36% of the total student enrollment and 32% of the enrollment in the MDiv degree program. Women are the majority (55%) in non-MDiv master's degrees that prepare persons for ministerial leadership but are the minority in all other program types, as reflected in **TABLE 3**. Enrollments of women vary greatly by religious tradition, and it is not unusual for women to constitute the majority of the entire student body in schools in some traditions.

TABLE 3: STUDENT ENROLLMENT BY DEGREE CATEGORY AND GENDER, 2002

	MEN	WOMEN
Master of Divinity	21,924	10,070
Basic Ministerial Leadership (non-MDiv)	4,281	5,186
General Theological Studies	4,726	3,884
Advanced Ministerial Leadership	7,665	1,543
Advanced Theological Research and Teaching	4,170	1,483
Other	6,429	5,149
Total	49,195	27,315

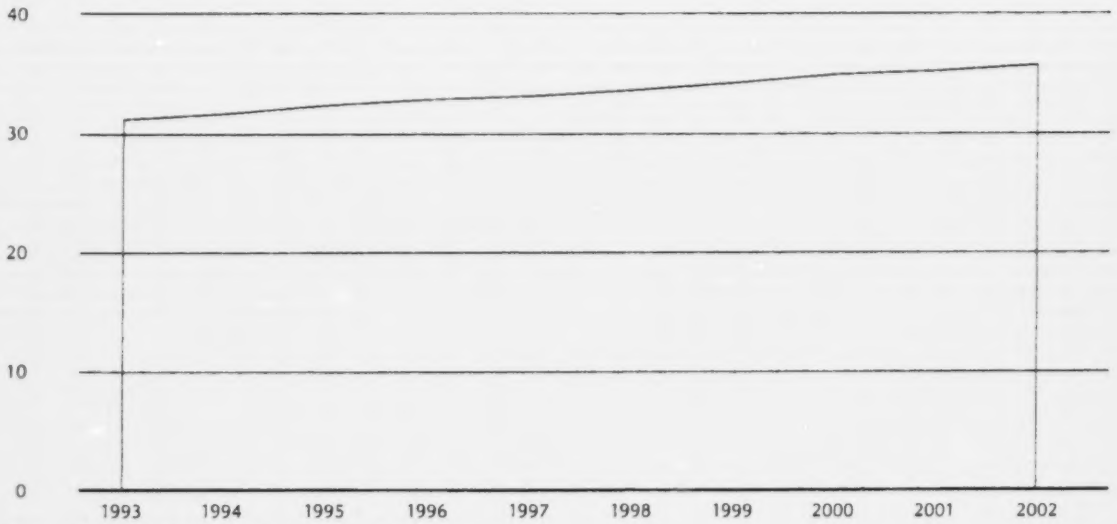
FIGURE 6: PERCENTAGE OF STUDENTS BY RACIAL/ETHNIC CATEGORIES



- Visa (8.2%)
- White (69.1%)
- Asian (7.1%)
- Black (11.6%)
- Hispanic (3.5%)
- Native American (0.4%)

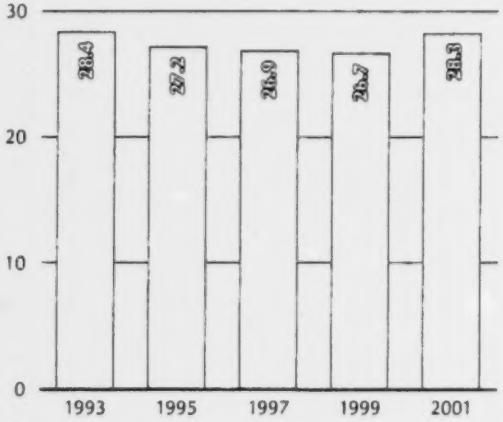
Source: *Fact Book Table 2.13 at <www.ats.edu>*

FIGURE 5: WOMEN AS A PERCENTAGE OF TOTAL ENROLLMENT



Source: *Fact Book Table 2.12 at <www.ats.edu>*

FIGURE 7: PERCENTAGE OF MDIV STUDENTS UNDER AGE 30

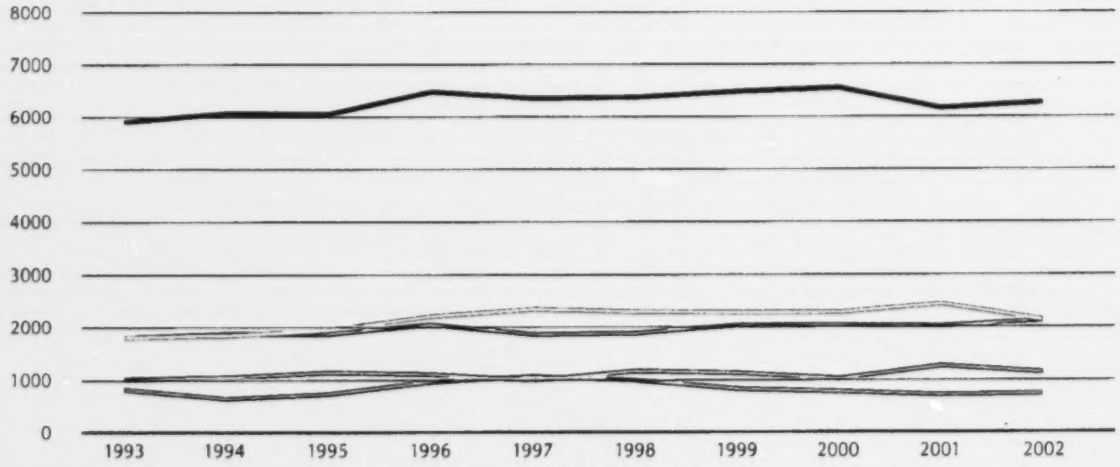


Source: *Fact Book Table 2.14 at <www.ats.edu>*

Enrollment and Race/Ethnicity. The proportions of student enrollment by racial/ethnic categories are shown in **FIGURE 6**. While white students represent the largest percentage, the percentage of racial/ethnic students has increased considerably over the past decade. "Visa" students, shown in **FIGURE 6**, are those who are in the country on a temporary basis. (**FIGURE 6**, in computing the percentages, omits students whose race was not reported.)

Age of MDiv Students. The percentages of MDiv students under 30 years of age have remained relatively stable since 1993, as **FIGURE 7** shows. As indicated in **FIGURE 8**, MDiv students under age 30 represent the largest age group of students pursuing this degree. Nearly equal percentages of students, however, are 30-39, 40-49, and over 50.

FIGURE 9: NUMBER OF STUDENTS WHO COMPLETED DEGREES, BY DEGREE CATEGORY



Source: *Fact Book Table 2.17 at <www.ats.edu>*

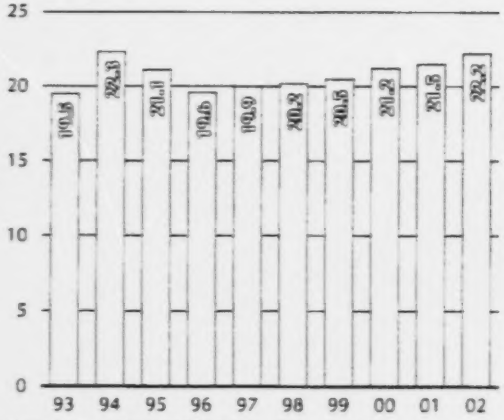
Admissions. In the fall of 2002, ATS schools accepted 80% of the applicants to the Master of Divinity degree. Admission percentages in other degree programs are similar, with the exception of the PhD, which is lower. The admissions percentages for theological schools are generally higher than some other graduate-level professional institutions, which, in part, reflects the practice of some schools of pre-screening applicants before applications are completed and the policy of some religious bodies that require their related seminaries to accept all applicants whom the religious authority has approved.

Completions. The trend in completions, i.e., the number of degrees awarded, generally resembles the trend in enrollment. **FIGURE 9** shows the same relatively stable profile that enrollments exhibited in **FIGURES 2** and **3**.

FIGURE 8: PERCENTAGE OF MDIV STUDENTS BY AGE IN FALL 2001

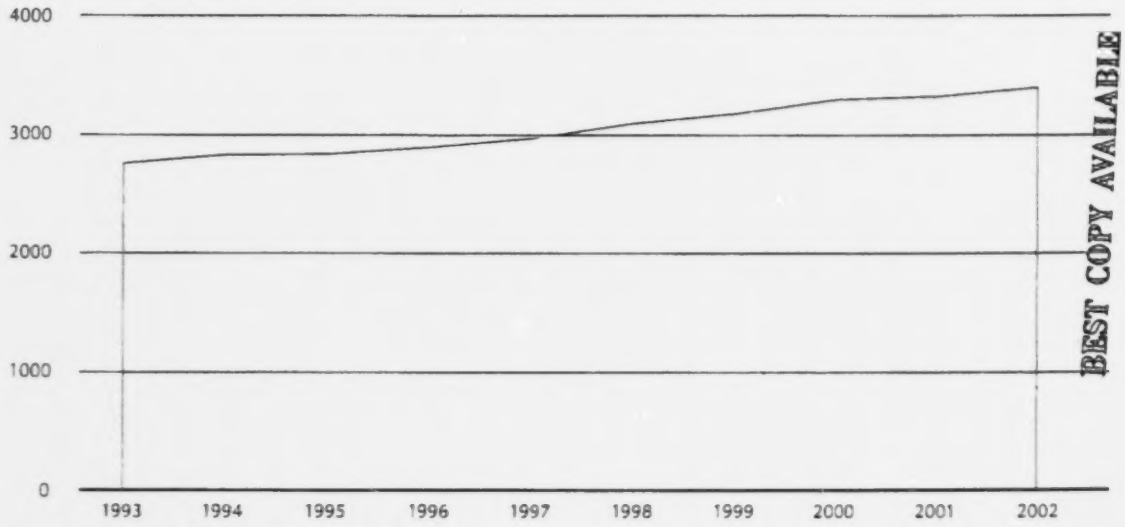
Source: *Fact Book Table 2.14 at <www.ats.edu>*

FIGURE 11: WOMEN AS A PERCENTAGE OF TOTAL FULL-TIME FACULTY



Source: *Fact Book Table 3.1 at <www.ats.edu>*

FIGURE 10: NUMBER OF FULL-TIME FACULTY



BEST COPY AVAILABLE

Source: *Fact Book Table 3.1 at <www.ats.edu>*

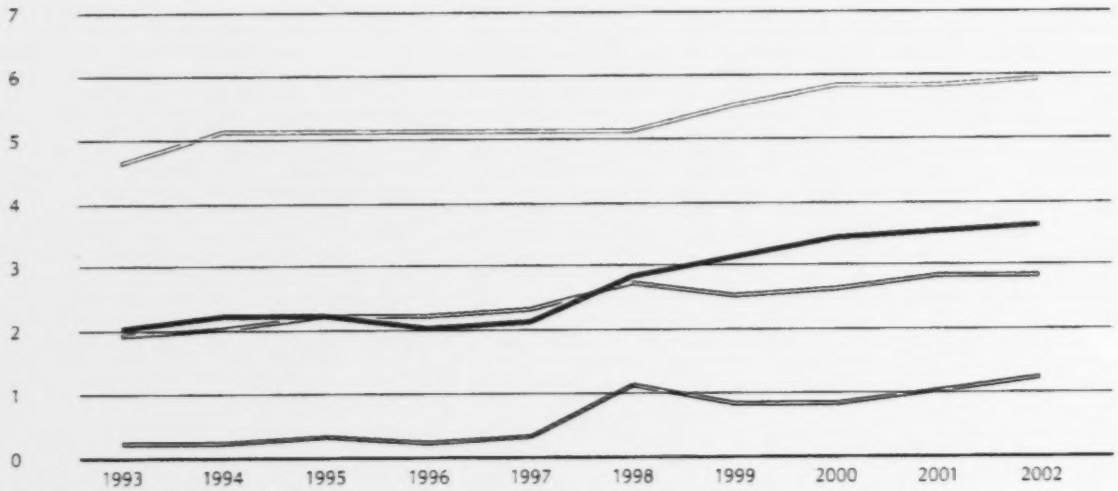
FACULTY

Number of Faculty. In 2002, there were 3,388 persons teaching on a full-time basis in ATS member schools. Changes in numbers of full-time teaching faculty over a 10-year period are shown in **FIGURE 10**. Since 1998, the number of full-time equivalent faculty grew by 10% while full-time equivalent enrollment grew by 11%.

Gender of Faculty. In 2002 women constituted 22.2% of the full-time teaching faculty of ATS schools. **FIGURE 11** shows the slight increase in the percentage of women faculty over the past seven years.

Teaching Fields. More than 85% of full-time faculty members are assigned to teach primarily in one of four fields: Bible (27%), theology and ethics (18%), church history (10%), and practical theology (30%), the latter a broad category that includes religious education, homiletics, and pastoral psychology. The remainder teach a wide array of other subjects, including human sciences (sociology and anthropology), comparative religions, spiritual formation, religion and arts, women's studies, African American studies, languages, speech, and more.

FIGURE 13: RACIAL/ETHNIC FACULTY BY RACIAL/ETHNIC IDENTITY AS A PERCENTAGE OF TOTAL FULL-TIME FACULTY



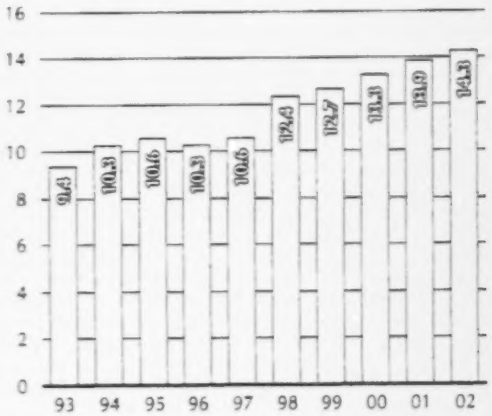
Source: *Fact Book Table 3.1 at <www.ats.edu>*

Racial/Ethnic Identity of Faculty. In 2002 racial/ethnic faculty members were 14.3% of the full-time teaching force of ATS schools. **FIGURE 12** shows the percentage of racial/ethnic teaching faculty over the past 10 years. **FIGURE 13** shows trends by racial/ethnic category over the same period.

FINANCES

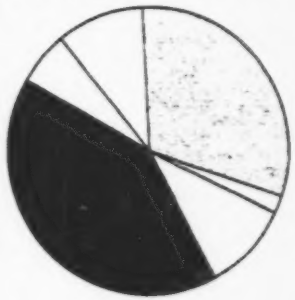
Revenues. Theological schools rely on revenues from diverse sources. Generally, they are more dependent on gifts and endowment income and less dependent on tuition than colleges and universities, although some theological institutions are much more reliant on tuition than others. Denominationally affiliated schools often receive substantial contributions from church sources. **FIGURE 14** shows sources of revenue for all ATS schools in 2002, excluding unrealized and realized gains and losses on investments.

FIGURE 12: COMBINED RACIAL/ETHNIC FACULTY AS A PERCENTAGE OF TOTAL FULL-TIME FACULTY



Source: *Fact Book Table 3.1 at <www.ats.edu>*

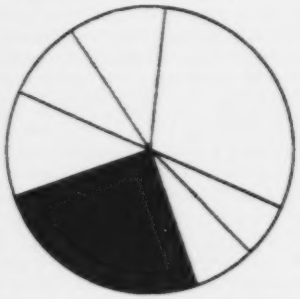
FIGURE 14: SOURCES OF REVENUE FOR ATS MEMBER SCHOOLS (EXCLUDING UNREALIZED/REALIZED GAINS AND LOSSES ON INVESTMENTS)



Auxiliary (10%)
Tuition (31%)
Government (2%)
Religious Organizations (10%)
Individuals (29%)
Investment (12%)
Other (6%)

BEST COPY AVAILABLE

FIGURE 15: EXPENDITURES OF FREESTANDING THEOLOGICAL SCHOOLS



- Auxiliary (11%)
- Instruction, Research, and Public Service (30%)
- Library and Academic Support (6%)
- Student Services and Admissions (7%)
- Institutional Support (25%)
- Physical Plant (12%)
- Scholarships (9%)

Expenditures. **FIGURE 15** shows the division of 2002 expenditures by freestanding theological schools only. Overall, theological schools spent approximately $1.3 billion in 2001-02. Trends in expenditures by Canadian schools are shown in **FIGURE 16** and by U.S. schools in **FIGURE 17**. Over the past decade, expenditures of U.S. schools have exceeded inflation; those of Canadian schools have also risen faster than inflation.

Tuition and Fees. Last year, average U.S. MDiv tuition increased by 6%, which was considerably greater than the rate of inflation. Last year, average Canadian MDiv tuition increased by 2%, less than the rate of inflation. **TABLE 4** shows the quartiles of tuition and fees charges in 2002.

TABLE 4: TUITION AND FEES, BY COUNTRY, 2002

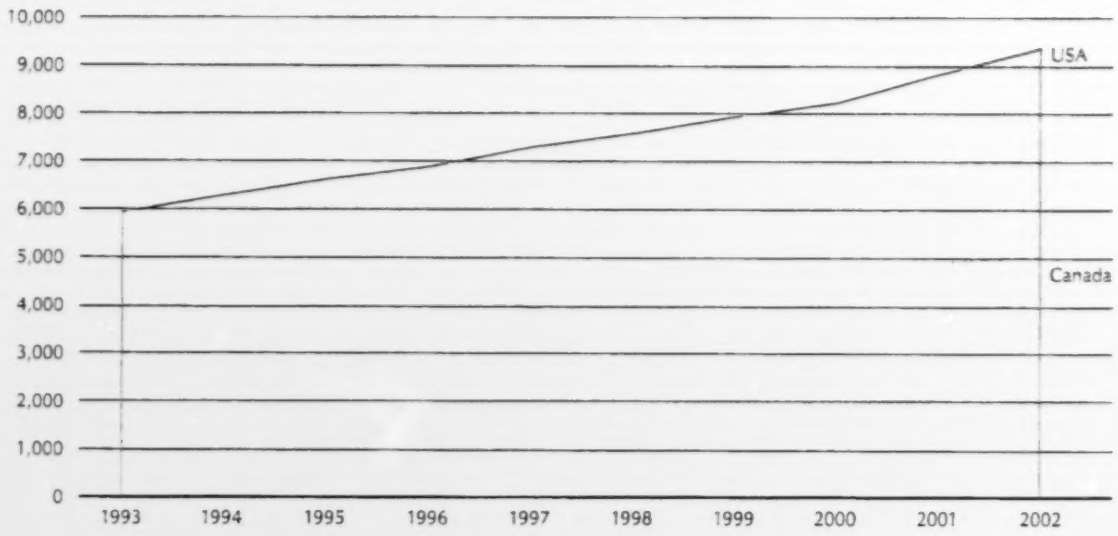
***Annual** charges for MDiv and PhD/ThD.*
***Total** tuition to complete the DMin program.*

	MDIV	PHD/THD	DMIN
Canada – 25th percentile	$ 4,030	$ 7,200	$11,660
Canada – median	4,863	7,475	14,400
Canada – 75th percentile	5,648	7,500	14,475
USA – 25th percentile	7,090	8,650	8,000
USA – median	9,000	11,668	9,600
USA – 75th percentile	10,852	18,676	11,825

Over the past decade, MDiv tuition has risen a total of 69% in Canadian schools and 58% in U.S. schools. Long-term trends in MDiv tuition charges are shown on **FIGURE 18**.

Gifts and Grants. Theological schools receive gifts and grants from a variety of sources, including graduates, friends, foundations, and other institutions. In contrast to most colleges and universities, church support plays a prominent role and government support a minimal or modest one in giving to theological institutions. **FIGURE 19** shows gifts to theological schools by source for the last five years and indicates that gifts from individuals and foundations are generally increasing while church support remains approximately level.

FIGURE 18: AVERAGE MASTER OF DIVINITY TUITION
(USA SCHOOLS IN U.S. DOLLARS, CANADIAN SCHOOLS IN CANADIAN DOLLARS)



Endowments (Long-Term Invested Assets). Most theological schools have invested assets, and some schools depend heavily on their endowments and other long-term invested assets to support their educational programs. Changes in the amount of assets are due to new gifts, investment returns, and the amount of principal and return that is spent.

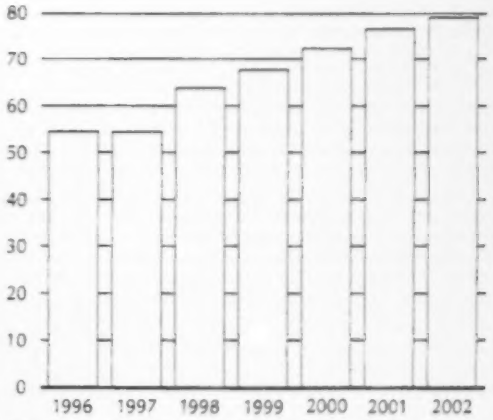
TABLE 5 shows the median, as well as the 25th and 75th percentile, of long-term investment values for schools that reported such assets.

TABLE 5: LONG-TERM INVESTMENTS HELD BY THEOLOGICAL SCHOOLS, 2002

25th Percentile	$ 1,829,000
Median	$ 7,324,000
75th Percentile	$21,963,000

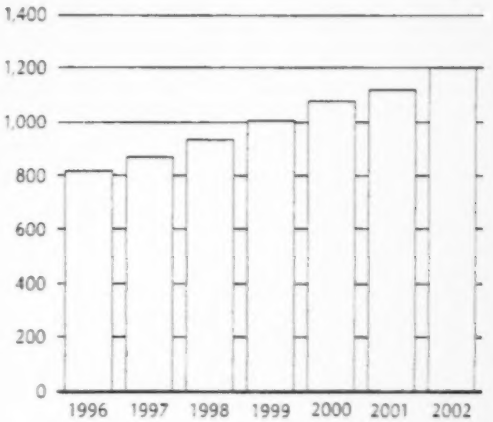
Compensation. The average compensation (including housing, pension, medical and other insurance, and contributed services) of selected theological school senior administrative positions and faculty is shown on **FIGURE 20** for Canadian schools and **FIGURE 21** for U.S. schools. Extensive tables on compensation of administrators and faculty are available on the ATS website at <www.ats.edu>.

FIGURE 16: TOTAL EXPENDITURES OF CANADIAN THEOLOGICAL SCHOOLS, IN CANADIAN DOLLARS
(IN MILLIONS)



Source: *Fact Book Table 4.10 at <www.ats.edu>*

FIGURE 17: TOTAL EXPENDITURES OF UNITED STATES THEOLOGICAL SCHOOLS, IN U.S. DOLLARS
(IN MILLIONS)



Source: *Fact Book Table 4.10 at <www.ats.edu>*

BEST COPY AVAILABLE

FIGURE 19: GIFTS AND GRANTS TO THEOLOGICAL SCHOOLS BY SOURCE (CANADIAN DOLLARS CONVERTED TO U.S. DOLLARS)

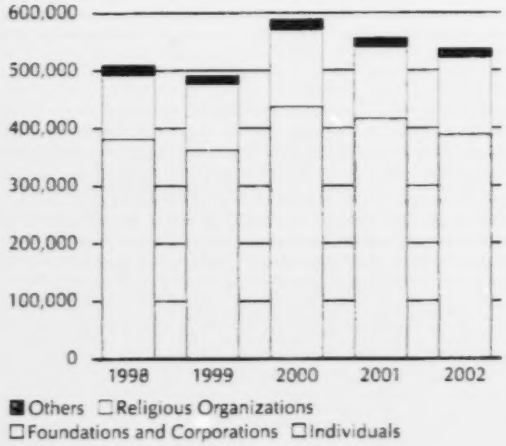
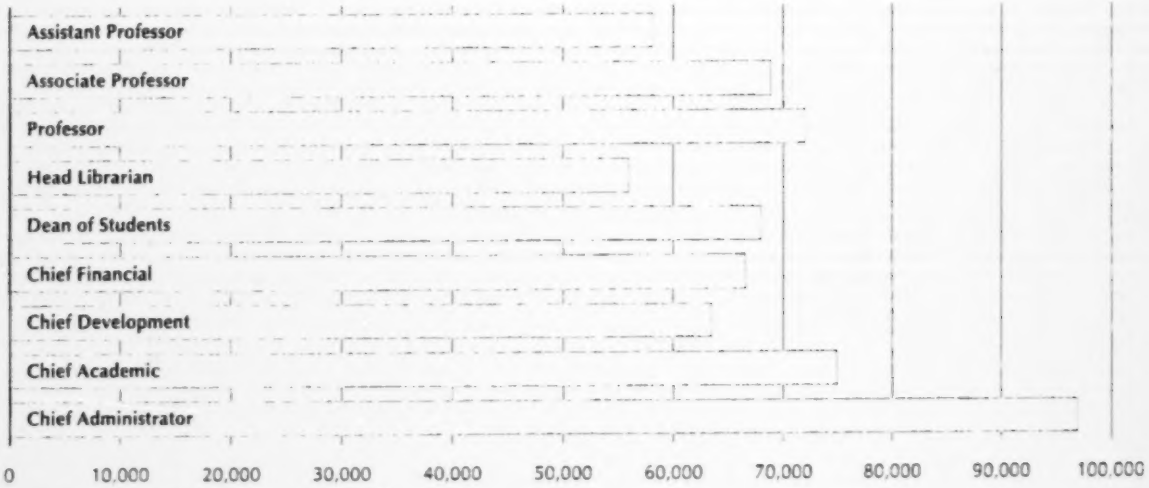
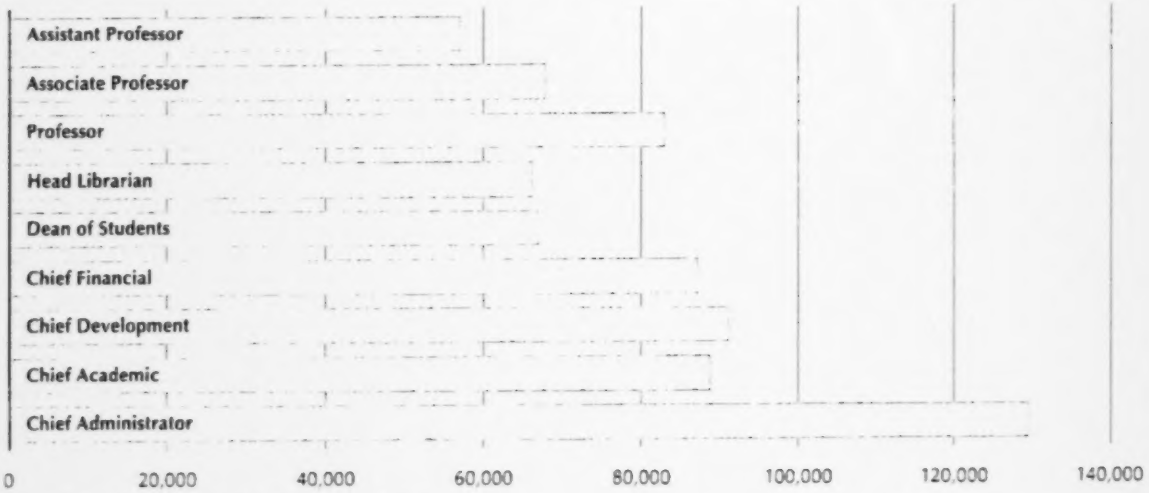


FIGURE 20: AVERAGE TOTAL COMPENSATION FOR SELECTED ADMINISTRATORS AND FACULTY, CANADA (CANADIAN DOLLARS)



Source: *Fact Book Table 3.11 at <www.ats.edu>*

FIGURE 21: AVERAGE TOTAL COMPENSATION FOR SELECTED ADMINISTRATORS AND FACULTY, USA



Source: *Fact Book Table 3.11 at <www.ats.edu>*

17

Who is going to seminary? A look at students in theological schools

This year, more than 76,000 students are enrolled in the 244 schools that are members of The Association of Theological Schools in the United States and Canada. Most are enrolled in a degree program; some are enrolled for only a course or two. Virtually all of them have a bachelor's degree; many have already had a career in another field prior to beginning their graduate theological studies. The largest single group of students is enrolled in degree programs that prepare them for ordained or lay professional ministry. Others are enrolled in professional doctoral programs for ministry, or in academic degree programs that prepare students for further study or for teaching and research in the theological disciplines. Still others are lay people who are primarily interested in learning more about their faith. While students in ATS schools defy easy classification and readily disprove generalizations about them, they will constitute a substantial portion of the Christian religious leaders in the United States and Canada. Most congregations will have pastors and priests educated at one of these schools, most future judicatory and denominational leaders will have been educated in these schools, and most future faculty in theological schools will receive at least part of their graduate training at these schools.

Theological schools exist for many purposes and fill many roles in society, but one of their premier roles is to educate students—and the students who have come to learn constitute an interesting story. Who are these students and what perceptions do they have about their experiences in theological education? What motivates these students? What strengths and weaknesses do they think they bring to ministerial work? To help answer these questions, the Association draws upon several of its sources of data, along with a significant study of the entering class of 1998 undertaken by the Auburn Center for the Study of Theological Education.[1] The students provide these data, through surveys and other instruments, so this sketch of theological school students is based on what they have reported about themselves.

WHY DO STUDENTS PURSUE THEOLOGICAL STUDIES?

Ministry is not necessarily a highly esteemed career choice in North American culture, and it is certainly among the least lucrative occupations of those that require a commensurate amount of post-baccalaureate education. So, why do students go to seminary? The answer is straightforward and, perhaps, expected. When students have been asked on the ATS *Entering Student Questionnaire* why they came to seminary, they have—year after year—identified three reasons as the most important. The most highly rated factor in their decision to pursue theological education is that they "experienced a call from God." This is true for women and men, for Protestants and Roman Catholics, and for theological liberals and conservatives. A call from God is experienced in more than one way—sometimes as a life-altering religious experience, sometimes as a more subtle, natural consequence of individual abilities and sensitivities—but in one way or another, students

1 The Association of Theological Schools collects information on an annual basis from the member schools. These data provide information about personal and demographic characteristics of all students in ATS schools. Additional sources of information are the *Entering and Graduating Student Questionnaires* of the ATS Student Information Project. This fee-for-service program provides annual data from participating schools on 40-50% of all entering and graduating students. Two studies conducted by the Auburn Center for the Study of Theological Education have focused on theological school students. The first was a study of student indebtedness. It was published in *Auburn Studies*, April 1995, *Manna from Heaven? Theological and Rabbinical Student Debt*, and it studied the educational debt of students who graduated from ATS schools in the United States in 1991. The second Auburn Center project surveyed 10,254 students who entered ATS schools during the 1998-99 school year. Its results were published in *Auburn Studies*, July 2001, *Is There a Problem? Theological Students and Religious Leadership for the Future*.

FIGURE 22: TIMING OF CONSIDERATION OF PURSUING THEOLOGICAL EDUCATION BY ENTERING STUDENTS IN FALL 2002

- After work experience (29.2%)
- Before college (22.4%)
- During college (31.9%)
- After graduating college (13.2%)
- After graduate work (3.2%)

Source: *ATS Fall 2002 Entering Student Questionnaire, Table 16*

believe they have been called to this kind of work. The second most highly related factor is the "opportunity for study and growth." These are, after all, graduate students, and it is logical that they would enjoy academic work. A "desire to serve others" is the third most highly rated factor for entering an educational program preparing persons for ministry. There are other factors, but across the broad spectrum of entering students in ATS schools, these three top the list year after year.

WHEN DO STUDENTS DECIDE TO PURSUE MINISTRY OR PRIESTHOOD?

Students in ATS schools differ from other graduate and professional school students in that they tend to choose seminary later in life than do their counterparts in other kinds of post-baccalaureate education. **FIGURE 22** illustrates that of more than 6,000 entering students in fall 2002, 22.4% indicated that they first considered theological school before college, 31.9% first considered it during college, and 45.6% decided sometime after college. In the Auburn Center's survey of the 1998 entering class, the average age at which seminary students decided to pursue theological studies was 25, compared to an average age of 20 for law students. Because almost half of the students first consider theological studies after completing college, it is likely that they did not take the ideal pre-seminary curriculum, which includes an emphasis on the humanities.

WHY DO SEMINARY STUDENTS CHOOSE THE SCHOOL THEY ATTEND?

When students are asked why they chose the schools they are attending, three reasons are dominant, among the many that influence such decisions. Students choose the seminary they attend because of its academic reputation (as indicated by the responses "quality of the faculty" and "academic reputation of the school") and its theological perspective ("doctrinal position"). Theological education involves the study of what is right and good, and there is more than one theological vision for both. Students don't consider all the schools in the Association in the way that prospective medical students might consider all medical schools or law students all law schools. They look for the ones, sometimes the only one, that they think best fits their own theological understanding. Theological students do not apply to numerous schools—partly because they are not interested in a wide range of schools, partly because theological schools accept a high percentage of applicants so there is no need to apply to "back-up" schools, and partly because their denomination or ecclesiastical authority may limit their choices. For some students, particularly older ones, an additional factor in school choice is its location. Many second-career students are geographically limited, and they attend the school that allows them to maintain the employment or housing their families need, even if the nearby school does not reflect their theological understanding.

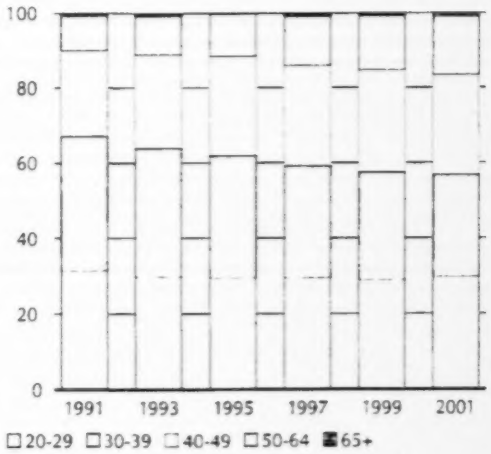
HOW OLD ARE SEMINARY STUDENTS?

In the 1980s, considerable anecdotal evidence began to indicate that the entering seminary students were older. What was remembered to have been a student body of recent college graduates was changing as more and more "older" students were arriving on campus. To explore this perception, ATS began asking member schools in 1991, and every other year after that, to report the number of students enrolled in all programs by age groupings. The data for the past decade, 1991-2001, are instructive, as reflected in **FIGURE 23**. Although they do not permit comparisons with data from earlier decades, they do provide perspective about the most recent one. The age cohort that grew the most during this decade was students between 40-49, who constituted 20% of the total enrollment in 1991 and 25% of the total enrollment in 2001. Students between the ages of 50-64 were 8% of the total enrollment in 1991 and 15% of the total in 2001. By contrast, students aged 30-39 declined from 32% of the total enrollment in 1991 to 27% of the total in 2001. The cohort of students aged 20-29 remained a relatively constant 26-28% of the total enrollment across the decade. These data suggest that a relatively stable cohort of recent college graduates and early-career students has continued across the decade, and that the growth of students over 40 has come from the decline of students in their thirties. The "older" students are becoming even "older."

There are several reasons why students in theological schools tend to be older than students in other graduate, professional programs. Many of them (about 20%) are in advanced degree programs that require a first academic or professional master's degree; thus, one would expect them to be older. These students, however, do not account for the shift of students in their thirties to students in their forties, fifties, and sixties. Some of the increase in older students is a function of the increased enrollment of women, who tend to be older than the men attending theological schools. Women students may be pursuing theological studies after their children are older. They may now be pursuing the vocation they could not pursue thirty years ago because fewer options were open to women then in many denominations. Some of the increasing age is a function of schools offering more kinds of degree programs, some of which have been developed for lay people. Whatever the reasons, the students at ATS schools tend to be older than students in other graduate professional schools, and a greater percentage of theological school graduates enter positions of religious leadership with potentially fewer career years ahead of them.

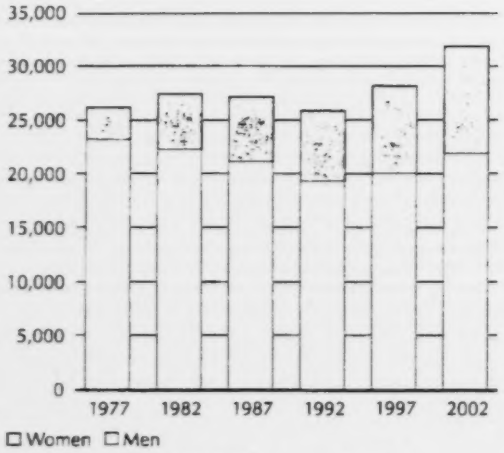
Age does make a difference. Younger students are more likely to have undergraduate backgrounds that prepare them for theological study. They are more likely to report having received academic honors, but they report that they are less likely to pursue vocations in congregational or parish ministry. Older students are more diverse racially and ethnically. They include a higher percentage of women, and they are more inclined to pursue careers in congregational or parish ministry.

FIGURE 23: TRENDS IN TOTAL FALL ENROLLMENT BY AGE (%)



Source: *Fact Book Table 2.14 at <www.ats.edu>*

FIGURE 24: MDIV ENROLLMENT IN ATS SCHOOLS BY GENDER



Source: *Fact Book Table 2.12 at <www.ats.edu>*

BEST COPY AVAILABLE

HOW MANY WOMEN ARE ENROLLED IN THEOLOGICAL SCHOOLS?

An increasing number of women are enrolling in ATS member schools. In the fall of 2002, there were 27,315 women enrolled. They represented 36% of a total enrollment in all degree programs of 76,510. The enrollment of women in particular degree programs is instructive. In fall 2002, there were a total of 31,994 students in the Master of Divinity (MDiv) program—the program of study most typically leading to ordination—of whom 10,070 or 31% were women. Women are the majority of students (55%) enrolled in professional master's programs that typically do not lead to ordination. A total of 5,653 students were enrolled in the research doctorates offered by ATS schools (ThD or PhD), and of this total, 26% were women. Of all men enrolled in ATS schools, 45% are enrolled in the MDiv program, and of all women enrolled, 37% are enrolled in the MDiv program. More women are enrolled in the MDiv than in any other degree program.

Women have become an increasing presence in the student bodies of ATS schools since the 1970s. As shown in **FIGURE 24**, in 1977, there were 3,019 women enrolled in the MDiv program. In 2002, 25 years later, there were 10,070—a *gain* of 234%. In 1977, there were 23,236 men enrolled in the MDiv, and in 2002, there were 21,924 men MDiv students, a *loss* of 6%. All of the numeric gain in enrollment in the MDiv program across the past 25 years has been due to the increasing enrollment of women. While women are not enrolled in theological schools to the extent that they are present in American law schools (just over 50% in 2000) or medical schools (just under 50%), they are dramatically more present now than they were 25 years ago.

Women graduates of ATS schools differ from men graduates in several ways. Women who graduated with MDiv degrees in spring 2002 were more likely than men to report that their self-confidence and respect for other religious traditions had grown stronger as a result of their seminary studies. A greater percentage of women graduates reported that their theological position had become more liberal during theological study than was true for men graduates. As **TABLE 6** shows, 35% of women said that their position had become more liberal, as compared to 22% of men.

TABLE 6: CHANGE IN THEOLOGICAL POSITION AFTER STUDY

THEOLOGICAL POSITION	MEN	WOMEN
More conservative	22%	13%
Less conservative	13%	9%
More liberal	22%	35%
Less liberal	1%	1%
About the same	42%	42%

Perhaps more significant than change in theological position, women students appear to differ from men in the forms of ministry they intend to pursue. A slightly higher percentage of men than women intend to pursue parish ministry after graduation. Women are more likely than men to pursue hospital or other institutional chaplaincies (7% of women versus 3% of men) or to be undecided about career choice at graduation (12% of women said they were undecided versus 7% of men). Women are less likely than men to anticipate ministry in church planting or evangelism (6% for men versus 3% for women) or youth ministry (7% of men versus 2% of women).

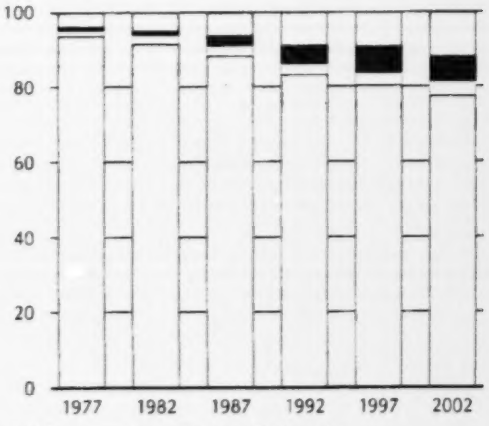
The increasing presence of women in theological schools is changing the face of religious leadership, particularly among mainline Protestants. While the gender make-up of religious leadership may be changing, gender remains a contested issue in North American religion. Religious communities differ markedly in their understandings of the role of women as ordained religious leaders. The Roman Catholic Church, by far the largest religious body in North America, does not permit the ordination of women to the priesthood, and the largest Protestant denomination, the Southern Baptist Convention, generally discourages the ordination of women, although its polity does not prohibit it. Several other Protestant denominations have theological tenets that limit the leadership roles of women, particularly with respect to ordination. While many other denominations endorse the ordination of women, career ministry presents difficulties for women that it does not present for men. Gender and religious leadership will continue to be a major issue in North American religion.

WHAT HAS HAPPENED TO THE ENROLLMENT OF RACIAL/ETHNIC STUDENTS OVER TIME?

Across the past 25 years, the enrollment of racial/ethnic students in ATS schools has increased. In the fall of 1977, ATS schools reported a total of 1,759 African-descent students in all degree programs, or 4% of the total enrollment of 45,222 students. In 1977, the first year ATS requested information about other racial/ethnic groups, schools reported 601 Hispanic students, or 1% of the total enrollment, and 494 Asian/Pacific Islander students, or 1% of the total enrollment. Together, racial/ethnic students constituted 6% of the total 1977 student enrollment. In 2002, racial/ethnic enrollment was 15,961 of a total enrollment of 76,510, or 21% of the total. Thus, while the total enrollment in ATS schools increased 69% over the past 25 years, the racial/ethnic enrollment grew by 469%. This is a dramatic change. Racial/ethnic students represent a significant portion of the total increase in enrollment over this time period, as reflected in **FIGURE 25**. The gain reflects a variety of successful institutional efforts, in addition to social and religious forces.

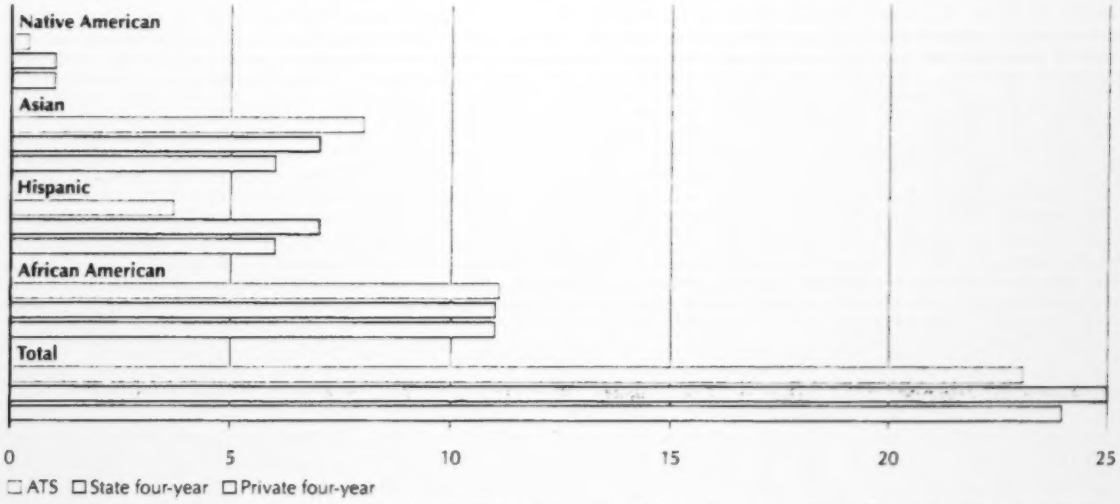
The change in the student bodies, however, does not yet match the change occurring in the North American population, particularly in the United States. In fall 2002, African-descent students were 11% of the enrollment in ATS schools, while African Americans were 13% of the U.S. population. Hispanic/Latino(a) students were 3% of the enrollment in ATS schools, while Hispanics and Latino(a)s were 13% of the U.S. population. While the number of students from these two racial/ethnic groups is increasing, and their percentage of the ATS enrollment continues to grow, the presence of these two groups in ATS schools continues to be less than their presence in the general population. In contrast to these two racial/ethnic communities, the percentage of Asian-descent students in theological schools is actually greater than the presence of Asians in the general population. In fall 2002, Asian-descent students were 8% of the student enrollment in all degree programs, while Asians represented approximately 3% of the U.S. population. Canada has a smaller proportion of racial/ethnic citizens than the U.S., but it is growing at a steady rate. Canadian schools exhibit a similar lower proportion of racial/ethnic students compared to the presence of racial/ethnic persons in the Canadian population as a whole.

FIGURE 25: TRENDS IN ENROLLMENT IN ATS SCHOOLS BY RACE/ETHNICITY (%)



Source: *Fact Book Table 2.12 at <www.ats.edu>*

FIGURE 26: RACIAL/ETHNIC ENROLLMENT IN ATS SCHOOLS AND U.S. HIGHER EDUCATION, FALL 1999 (%)



Note: *Data for state and private institutions provided by U.S. Department of Education, National Center for Education Statistics, 2001.*

FIGURE 26 shows that when the enrollment of ATS schools is compared to the enrollment of public and private four-year institutions in the United States, theological schools have a larger percentage of Asian-descent students, a smaller percentage of Hispanic/Latino(a) students, and approximately the same percentage of African-descent students.

HOW MUCH EDUCATIONAL DEBT DO SEMINARY STUDENTS ACQUIRE DURING THEIR STUDY AT THEOLOGICAL SCHOOLS?

Educational debt is a larger issue in the United States than it is in Canada because of significant differences in how the U.S. federal government and Canadian provincial governments have supported students in higher education. In the U.S., the principal government support is federally guaranteed student loans. An Auburn Center study of 1991 graduates found that fewer than half of the graduates had seminary educational debt, and of those who did, the average debt was approximately $10,000. Auburn Center is currently engaged in a study of the debt of 2001 graduates, and those data are not yet final. They clearly indicate, however, that both the percentage of students with debt and the amount of their debt, on average, have increased. The ATS *Graduating Student Questionnaire* asks students to report the amount of seminary-related educational debt they have at graduation. Of the 3,029 students who answered questions about educational debt in spring 2002, 47% reported that they were graduating with no seminary educational debt, and 53% were

graduating with debt. Of the 53% of students with debt, more than half of them reported debt of $15,000 or more, and approximately one-third of these students reported a debt load of $25,000 or greater. These data are less accurate than the forthcoming Auburn study, which examines actual financial aid records of the schools, but they are, nonetheless, informative. They support the preliminary findings of the new Auburn study: a greater percentage of theological school students are graduating with debt, and the average amount of debt—for those who have borrowed to fund their education—is significantly larger than it was in 1991.

WHAT DO STUDENTS FIND TO BE THE MOST INFLUENTIAL ASPECTS OF THEIR THEOLOGICAL EDUCATION?

Theological schools provide a rich and varied menu of educational opportunities for students: academic classes, library resources, field education and internships, an array of visiting lecturers, and other forms of educational engagement. When graduates have been asked to identify the educational activities that most influenced them, their responses have been consistent over time. From a list of 16 different types of influences from which students choose, the faculty is rated as most important, year after year, by the graduates of professional degree programs. Other influences that draw high ratings from these graduates include "interaction with students" (second most frequently identified influence by women and third by men), "biblical studies" (second most frequently identified influence by men and third by women), along with "study of history/theology" and "field education/internship." All 16 of the possible influences were rated "most influential" by at least some students, but the five mentioned above consistently receive the most votes from graduates.

HOW DO THEOLOGICAL STUDENTS PERCEIVE THEIR SKILLS AND PERSPECTIVES AT THE CONCLUSION OF THEIR SEMINARY EXPERIENCE?

When students graduating in all degree programs in 2002 were asked to rate their growth in a variety of personal and religious dimensions, they reported the greatest growth in their trust in God, self-knowledge, enthusiasm for learning, insight into the troubles of others, respect for their own religious tradition, clarity of vocational goals, and self-confidence. When MDiv graduates were asked to rate their level of satisfaction with 15 skill areas related to ministerial work, they were most satisfied with their self-perceived abilities to use and interpret Scripture, to think theologically, to preach well, to teach well, to conduct worship/liturgy, to lead others, and to relate social issues to faith. Students were less satisfied with their knowledge of other religious traditions, ability to administer a parish, and knowledge of church policy/canon law.

WHAT MIGHT THESE DATA MEAN?

What do these tendencies and characteristics of students mean for the work of ministry in North America? The data can be interpreted in more than one way, but some implications are evident across the wider religious landscape.

Students have come into theological education for the right reasons. Ministry is important work. It is rewarding work in many ways, but every bit as difficult as it is rewarding. A sense of God's call and a personal sense of purpose or vocation are not only important motivations for undertaking seminary study, they are also critical factors in sustaining the students' subsequent work in ministry and priesthood. Students may come to seminary to explore their faith, or heal their wounds, but by and large, they say they are coming because they have been called and want to learn.

This sketch does not examine indicators of students' ability—academic or otherwise. A wide range of anecdotal evidence suggests that the current generation of students may not be as academically talented as previous generations have been, and the Auburn Center study has explored this issue in as careful a way as it can be addressed without archival data on ability measures. The study identifies some reason for concern. Ministry is increasingly complex work. It requires both effective education and native ability to be done well. The church and theological schools both need to attend carefully to this issue.

Age, race, and gender are issues in theological education.

- A higher percentage of older or second-career students translates into more widely experienced graduates, but they will have fewer career years in ministry after seminary. This has implications for the cost of theological education and for church-related pension programs. It also raises a question for denominations and religious bodies: Why have they been ineffective in recruiting their own youth and young adults to ministry?

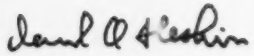
- The racial/ethnic issue is laden with a long and troubled history in both the U.S. and Canada. The United States is barely forty years removed from legally sanctioned racial segregation, and not removed at all from racial prejudice and the conflicts that brew both from its overt and subtle expressions. In Canada, the consequences of requirements that forced native children to attend residential schools with an educational agenda that included alienating them from their native cultural traditions have brought litigation that has had substantive impact both on the government and church bodies (with whom the government contracted to run the residential schools). The changing racial/ethnic composition of the population demands that theological schools educate more racial/ethnic leaders and that they educate white students to function effectively as religious leaders in an increasingly racially and ethnically pluralistic culture.

- The relationship of gender and religious leadership is an important issue. Students in theological schools, women and men in various forms of ministry, and church members will continue to be influenced by the increasing presence of women in ministry.

Theological students, in general, tend to be pleased with their theological education and consider themselves ready to undertake the work for which they have prepared. Their self-perceptions reveal some areas where they judge themselves to be less competent, and these perceptions tend to correspond to some worries that denominational and judicatory leaders have expressed. Graduates generally are knowledgeable about Bible, theology, and church history, but they are less knowledgeable in critical ministerial skills such as congregational administration and development. Because most MDiv graduates who enter parish ministry will begin as solo pastors of small congregations, this deficit can present a problem.

Students are graduating with an increasing amount of educational debt, which could influence their career choices—if not their options—as they move into ministry. Too much debt means that graduates cannot afford some entry-level congregational positions because the salaries will be too low. Too much debt may seriously influence whether or not they can afford to buy a home or adequately support their families. Clergy compensation is not high, and too much educational debt could deter graduates from the very jobs for which they prepared in seminary.

Theological schools work hard to provide effective education for future religious leaders, but there are trends to watch. If students are not as talented as complex ministry requires, or so in debt that they cannot pursue careers of service, or sufficiently older that they have few career years after graduation, then communities of faith may not have the leaders they need and deserve. There is considerable talent in the student bodies of theological schools, and there is much to celebrate. There are also initiatives that schools will need to undertake to ensure that future religious leadership embodies the needed diversity, quality, capacity, and longevity.



Daniel O. Aleshire
Executive Director
The Association of Theological Schools

92

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
Abilene Christian University	ACCRED	TX	CHUCHR	2,914	3,100	21,542	13	15	95	231	136	10,299	500
Acadia Divinity College	ACCRED	NS	ATLBAPT	1,828	1,828	8,853	6	10	91	121	62	6,192	
Alliance Theological Seminary	ACCRED	NY	CMA	3,903	4,105	461	18	20	38	387	259	10,540	100
American Baptist Seminary of the West	ACCRED	CA	ABCUSA	2,178	2,307	5,378	5	9	427	86	70	8,400	300
Anderson University School of Theology	ACCRED	IN	COGAND	1,410	1,410	756	9	10	203	121	82	8,880	20
Andover Newton Theological School	ACCRED	MA	ABCUSA	6,580	6,994	17,940	16	24	236	422	152	8,832	139
Aquinas Institute of Theology	ACCRED	MO	RC	2,457	2,457	2,385	15	19	1,344	310	161	10,652	200
Asbury Theological Seminary	ACCRED	KY	INTER	16,366	17,584	120,993	55	65	266	1,474	1,005	9,984	150
Ashland Theological Seminary	ACCRED	OH	BRCHAO	5,312	5,384	0	22	36	89	770	606	7,600	150
Assemblies of God Theological Seminary	ACCRED	MO	AOG	4,134	4,319	313	11	44	87	456	346	7,104	250
Associated Canadian Theological Schools	ACCRED	BC	INTER	2,067	2,067	105	16	21	3	325	167	8,500	200
Associated Mennonite Biblical Seminary	ACCRED	IN	MBUS	3,049	3,351	10,156	10	15	111	185	91	8,700	40
Athenaeum of Ohio	ACCRED	OH	RC	3,573	3,895	5,760	6	15	101	282	227	12,000	
Atlantic School of Theology	ACCRED	NS	INTER	1,906	2,119	971	9	13	79	151	92	4,640	60
Austin Presbyterian Theological Seminary	ACCRED	TX	PCUSA	7,687	8,040	87,096	16	21	162	260	171	7,360	85
Bangor Theological Seminary	ACCRED	ME	UCC	2,381	2,581	10,839	7	7	141	137	75	9,090	160
Baptist Missionary Association Theological Seminary	ASSOC	TX	BAPTMA	816	846	537	6	7	64	46	23	2,250	80
Baptist Theological Seminary at Richmond	ACCRED	VA	CBF	2,747	2,795	4,327	13	14	322	234	163	6,000	60
Barry University Department of Theology and Philosophy	CAND	FL	RC	1,342	1,342	0	19	22	344	164	132		
Beeson Divinity School of Samford University	ACCRED	AL	INTER	6,211	6,211	45,733	16	19		238	159	7,896	
Berkeley Divinity School	ACCRED	CT	EPISC										
Bethany Theological Seminary	ACCRED	IN	CHBRETH	2,262	2,268	17,021	7	9	404	81	45	6,750	260
Bethel Theological Seminary	ACCRED	MN	BAPTGC	10,786	11,563	3,788	24	33	357	1,048	749	7,452	15
Bexley Hall	ACCRED	NY	EPISC										
Biblical Theological Seminary	ACCRED	PA	INTER	2,856	2,952	1,767	7	13	53	308	235	9,900	50
Blessed John XXIII National Seminary	ACCRED	MA	RC	2,155	2,155	4,369	11	14	63	74	74	15,500	
Boston College Institute of Religious Education	ASSOC	MA	RC	6,336	6,336	1,824	36	42	1,992	328	220		
Boston University School of Theology	ACCRED	MA	UMC	7,460	7,460	52,333	14	22	147	271	234	11,360	308

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
Briercrest Biblical Seminary	ACCRED	SK	INTER	1,172	1,280	1	6	12	57	183	118	3,360	0
Brite Divinity School of Texas Christian University	ACCRED	TX	DISCPL	5,311	5,786	59,423	21	26	187	272	212	10,800	1,000
Calvin Theological Seminary	ACCRED	MI	CRC	6,138	6,599	13,050	20	23	578	280	219	7,820	
Campbell University Divinity School	ACCRED	NC	BAPTNC	1,906	1,906	13,857	10	14	327	224	158	6,300	176
Canadian Southern Baptist Seminary	ACCRED	AB	CCSBAPT	1,318	1,669	889	6	7	38	59	37	3,680	104
Canadian Theological Seminary	ACCRED	SK	CMA	1,580	1,699	0	10	17	80	120	62	5,700	500
Candler School of Theology of Emory University	ACCRED	GA	UMC	18,439	19,039	153,677	42	55	513	708	643	11,760	252
Capital Bible Seminary	ACCRED	MD	NONDEN	1,364	1,410	197	8	13	119	300	174	10,230	90
Carey Theological College	ACCRED	BC	BAPTWC	1,470	1,470	0	4	6	531	125	65		
Catholic Theological Union	ACCRED	IL	RC	6,098	6,789	12,799	24	32	143	416	258	10,620	144
Catholic University of America Department of Theology	ACCRED	DC	RC	2,030	2,030	0	20	21	318	122	109	21,050	1,055
Central Baptist Theological Seminary	ACCRED	KS	ABCUSA	2,954	3,153	1,811	9	16	93	124	114	4,190	270
Chapman School of Religious Studies	CAND	IN	GENBAPT	337	354	128	4	7	69	26	14	4,095	160
Chicago Theological Seminary	ACCRED	IL	UCC	4,142	4,501	8,640	14	14	117	220	138	7,944	126
Christ The King Seminary	ACCRED	NY	RC	2,393	2,710	5,566	9	12	155	95	50	7,200	440
Christian Theological Seminary	ACCRED	IN	DISCPL	7,817	8,391	78,052	19	23	241	296	169	6,840	280
Church Divinity School of the Pacific	ACCRED	CA	EPISC	4,177	4,702	16,195	10	14	427	136	93	10,560	25
Church of God Theological Seminary	ACCRED	TN	COGCLEV	2,931	2,960	5,948	16	19	83	271	185	6,345	250
Cincinnati Bible Seminary	CAND	OH	CCHCHC	2,343	2,705	1,188	9	11	104	303	201	5,300	0
Claremont School of Theology	ACCRED	CA	UMC	8,925	9,574	22,747	20	26	186	474	380	8,520	70
Colgate Rochester Crozer Divinity School	ACCRED	NY	ABCUSA	5,750	6,389	20,809	9	11	327	142	99	9,447	168
Columbia Biblical Seminary and School of Missions	ACCRED	SC	INTER	4,877	5,330	3,515	18	20	115	423	336	10,350	221
Columbia Theological Seminary	ACCRED	GA	PCUSA	10,674	12,069	150,266	24	29	161	452	281	5,390	
Concordia Lutheran Seminary	ACCRED	AB	LUTHCA	925	943	1,214	3	4	30	23	21	5,373	275
Concordia Lutheran Theological Seminary	ASSOC	ON	LUTHCA	876	893	0	4	6	4	28	20	6,660	
Concordia Seminary	ACCRED	MO	LUTHMS	17,170	20,035	26,865	35	38	236	680	569	12,900	300
Concordia Theological Seminary	ACCRED	IN	LUTHMS	10,810	13,573	8,967	28	31	164	392	345	11,250	351
Covenant Theological Seminary	ACCRED	MO	PCA	8,468	8,752	23,643	16	22	70	862	443	8,704	120

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
Dallas Theological Seminary	ACCRED	TX	INTER	19,060	23,655	18,268	50	67	190	1,598	984	7,800	340
Denver Seminary	ACCRED	CO	INTER	6,160	6,852	7,299	14	25	156	746	368	9,150	
Dominican House of Studies	ACCRED	DC	RC	621	621	410	12	16	75	76	76	6,500	55
Dominican School of Philosophy and Theology	ACCRED	CA	RC	1,675	1,687	1,829	10	13	427	87	69	9,000	50
Dominican Study Center of the Caribbean	CAND	PR	RC										
Drew University Theological School	ACCRED	NJ	UMC	8,955	9,949	63	28	37	514	599	472	9,600	690
Duke University Divinity School	ACCRED	NC	UMC	16,799	16,799	66,269	30	36	348	583	515	12,240	594
Earlham School of Religion	ACCRED	IN	FRNDS	1,784	1,802	26,631	8	11	404	81	42	6,804	260
Eastern Baptist Theological Seminary	ACCRED	PA	ABCUSA	4,324	4,371	921	12	22	140	475	253	9,460	110
Eastern Mennonite Seminary	ACCRED	VA	MBUS	2,519	2,524	2,649	9	11	77	112	58	11,532	46
Ecumenical Theological Seminary	ASSOC	MI	INTER	578	578	0	3	5	26	123	53	8,775	225
Eden Theological Seminary	ACCRED	MO	UCC	5,881	6,474	16,955	15	18	84	207	133	7,260	210
Emmanuel College of Victoria University	ACCRED	ON	UCCAN	4,106	4,188	14,160	10	14	74	193	120	4,308	756
Emmanuel School of Religion	ACCRED	TN	CCHCHC	3,124	3,393	8,186	8	11	111	134	112	6,120	420
Episcopal Divinity School	ACCRED	MA	EPISC	5,819	6,515	37,477	13	16	237	101	70	13,500	1,544
Episcopal Theological Seminary of the Southwest	ACCRED	TX	EPISC	3,861	4,352	18,024	10	13	104	127	86	10,420	800
Erskine Theological Seminary	ACCRED	SC	ARP	2,059	2,065	3,146	15	18	176	356	195	6,900	100
Evangelical School of Theology	ACCRED	PA	EVCONG	1,589	1,591	2,105	7	10	75	160	84	8,160	125
Evangelical Seminary of Puerto Rico	ACCRED	PR	INTER	1,240	1,240	1,582	5	11	70	151	79	4,050	120
George Fox Evangelical Seminary	ACCRED	OR	INTER	798	798	1,510	7	9	64	212	107	9,600	240
Franciscan School of Theology	ACCRED	CA	RC	2,178	2,343	1,919	7	12	427	88	67	8,900	50
Fuller Theological Seminary	ACCRED	CA	INTER	35,639	39,998	205,189	70	127	248	4,138	2,079	10,608	90
Garrett-Evangelical Theological Seminary	ACCRED	IL	UMC	9,558	10,796	52,417	23	37	483	336	258	11,232	90
General Theological Seminary	ACCRED	NY	EPISC	6,315	8,212	29,556	13	13	253	211	161	9,700	370
Golden Gate Baptist Theological Seminary	ACCRED	CA	SBC	8,183	9,182	7,324	24	37	180	1,217	504	2,320	
Gonzaga University Department of Religious Studies	ACCRED	WA	RC	609	696	777	15	15	368	51	60	13,526	
Gordon-Conwell Theological Seminary	ACCRED	MA	INTER	15,789	17,828	37,126	34	40	228	1,745	966	10,464	240
Graduate Theological Union	ACCRED	CA	INTER	7,195	8,594	20,909	7	9	427	286	275	0	0

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
Grand Rapids Baptist Seminary	ACCRED	MI	BAPT	1,380	1,471	1,668	10	11	123	206	67	9,952	262
Grand Seminaire de Montreal	ASSOC	QC	RC	1,477	2,585	1,438	2	9	140	97	43	2,590	140
Haggard School of Theology	ACCRED	CA	INTER				12	18	197	322	155	8,400	100
Harding University Graduate School of Religion	ACCRED	TN	CHUCHR	2,116	2,231	3,550	6	9	117	200	99	8,760	
Hartford Seminary	ACCRED	CT	INTER	4,513	4,738	38,140	12	20	78	153	67		
Harvard University Divinity School	ACCRED	MA	INTER	22,974	23,528	321,475	25	41	509	474	417	17,220	1,800
Heritage Theological Seminary	CAND	ON	FEVBAPT	397	444	91	4	8	45	92	41	5,820	
Holy Cross Greek Orthodox School of Theology	ACCRED	MA	GRORTH	8,399	9,387	21,963	10	16	119	132	132	10,000	415
Hood Theological Seminary	ACCRED	NC	AME-Z	1,098	1,098	717	8	11	26	163	95	6,300	430
Houston Graduate School of Theology	ACCRED	TX	FRNDS	1,005	1,010	0	8	15	33	223	99	5,520	200
Howard University School of Divinity	ACCRED	DC	NONDEN	2,917	2,955	3,849	10	15	130	289	240	11,225	805
Huron University College Faculty of Theology	ACCRED	ON	ANGL	806	806	0	4	5	44	76	43	4,046	1,013
Iliff School of Theology	ACCRED	CO	UMC	7,177	7,298	30,732	18	23	221	333	256	10,800	45
Immaculate Conception Seminary	ACCRED	NJ	RC	3,411	3,600	0	11	17	64	231	150	7,311	615
Inter-American Adventist Theological Seminary	CAND	FL	SDADV	20,348	22,150	457			224	289	190	0	0
Interdenominational Theological Center	ACCRED	GA	INTER	9,862	10,110	0	22	34	436	482	359	7,578	252
International Theological Seminary	ASSOC	CA	NONDEN	937	939	0	7	12	48	76	67	8,640	
Jesuit School of Theology at Berkeley	ACCRED	CA	RC	3,734	3,959	6,141	18	22	427	188	140	10,400	
Joint Board of Theological Colleges	ACCRED	QC	INTER						28	12	12	1,668	
Kenrick-Glennon Seminary	ACCRED	MO	RC	3,596	3,883	2,850	8	8	71	77	77	12,500	185
Knox College	ACCRED	ON	PCC	2,815	3,718	13,265	5	8	79	115	85	4,107	1,050
Knox Theological Seminary	CAND	FL	PCA	1,488	1,564	1,538	6	7	41	127	48	6,840	50
La Sierra University School of Religion	ASSOC	CA	SDADV	241	241	0	7	9	253	27	14	16,770	384
Lancaster Theological Seminary	ACCRED	PA	UCC	3,116	3,173	3,082	12	16	121	163	116	9,150	25
The John Leland Center for Theological Studies	ASSOC	VA	BAPT	630	630	0	4	7	6	61	21	5,500	180
Lexington Theological Seminary	ACCRED	KY	DISCPL	4,196	4,392	23,661	9	10	147	121	56	7,050	280
Lincoln Christian Seminary	ACCRED	IL	CCHCHC	1,773	1,847	798	11	17	93	252	142	6,120	816
Logos Evangelical Seminary	ACCRED	CA	EVFORM	1,429	1,855	0	5	5	43	79	56	6,720	300

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
Logsdon School of Theology of Hardin-Simmons University	ASSOC	TX	BAP-BGCT	744	744	189	7	10	37	72	51	10,800	630
Louisville Presbyterian Theological Seminary	ACCRED	KY	PCUSA	8,663	10,501	75,895	19	19	147	227	183	8,250	371
Loyola Marymount University Dept. of Theological Studies	ASSOC	CA	RC	285	285	0	19	19	468	63	63		
Loyola University Chicago	ACCRED	IL	RC	3,008	3,008	0	6	12	1,431	202	115	16,444	500
Luther Seminary	ACCRED	MN	ELCA	16,604	19,625	60,080	37	47	243	744	546	7,500	1,759
Lutheran School of Theology at Chicago	ACCRED	IL	ELCA	6,852	8,434	18,726	20	24	353	346	266	7,035	12
Lutheran Theological Seminary	ACCRED	SK	ELCC	995	1,287	2,825	7	8	49	45	21	4,400	70
Lutheran Theological Seminary at Gettysburg	ACCRED	PA	ELCA	4,727	5,306	21,225	14	17	165	268	170	7,700	240
Lutheran Theological Seminary at Philadelphia	ACCRED	PA	ELCA	6,074	6,848	19,917	16	21	190	427	228	9,115	1,864
Lutheran Theological Southern Seminary	ACCRED	SC	ELCA	4,507	4,959	17,777	13	13	124	167	150	7,267	160
James and Carolyn McAfee School of Theology	ACCRED	GA	CBF	3,010	3,010	8,031	9	10	37	182	154	15,263	
McCormick Theological Seminary	ACCRED	IL	PCUSA	8,635	9,461	81,806	25	28	354	460	259	7,200	285
McGill University Faculty of Religious Studies	ACCRED	QC	INTER	1,781	1,781	0	10	17	28	114	84	4,012	1,054
McMaster Divinity College	ACCRED	ON	BAPTOQ	2,057	2,057	1,644	4	4	1,279	233	105	4,104	218
Meadville Lombard Theological School	ACCRED	IL	UUA	2,225	2,318	10,829	6	7	106	102	75	9,900	155
Memphis Theological Seminary	ACCRED	TN	PCCUM	2,709	2,740	7,017	10	14	81	179	156	8,120	50
Mennonite Brethren Biblical Seminary	ACCRED	CA	MBNA	2,633	2,651	1,119	9	12	159	168	99	8,160	290
Methodist Theological School in Ohio	ACCRED	OH	UMC	5,433	6,142	18,845	15	19	135	235	156	10,920	50
Michigan Theological Seminary	CAND	MI	NONDEN	1,085	1,085	0	4	5	39	188	135	6,750	330
Mid-America Reformed Seminary	ASSOC	IN	INTER	902	902	531	5	5	32	26	26	3,000	50
Midwestern Baptist Theological Seminary	ACCRED	MO	SBC	4,956	4,956	3,181	17	22	119	519	240	2,967	50
Moravian Theological Seminary	ACCRED	PA	MORAVN	1,846	1,974	11,468	5	9	258	89	58	9,889	60
Mount Angel Seminary	ACCRED	OR	RC	3,314	3,761	4,203	12	12	258	122	121	7,300	3,500
Mount Saint Mary's Seminary	ACCRED	MD	RC	1,886	2,494	1,430	13	16	42	182	187	10,500	200
Multnomah Biblical Seminary	ACCRED	OR	NONDEN	2,994	3,178	732	10	14	77	245	156	9,403	
Nashotah House	ACCRED	WI	EPISC	2,809	3,252	5,927	7	9	103	49	41	12,000	
Nazarene Theological Seminary	ACCRED	MO	CHNAZ	3,280	3,430	4,220	15	20	103	357	238	6,360	200
New Brunswick Theological Seminary	ACCRED	NJ	RFCHAM	2,626	3,223	9,626	9	18	168	266	117	8,800	670

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
New Orleans Baptist Theological Seminary	ACCRED	LA	SBC	15,273	17,301	42,777	49	54	283	2,513	932	2,750	150
New York Theological Seminary	ACCRED	NY	INTER				7	12	18	295	178	6,188	324
Newman Theological College	ACCRED	AB	RC	2,387	2,709	3,807	11	16	93	359	158	3,850	180
North American Baptist Seminary	ACCRED	SD	NABAPC	2,073	3,593	2,343	8	13	70	132	85	10,200	35
North Park Theological Seminary	ACCRED	IL	EVCOV	3,837	3,859	0	17	21	198	206	129	11,000	410
Northeastern Seminary of Roberts Wesleyan College	ASSOC	NY	NONDEN	794	794	0	1	3	117	103	83	7,668	128
Northern Baptist Theological Seminary	ACCRED	IL	ABCUSA	4,570	5,528	11,093	12	16	48	203	128	10,540	210
Notre Dame Seminary	ACCRED	LA	RC	2,560	2,935	4,528	9	15	95	163	121	8,776	500
Oblate School of Theology	ACCRED	TX	RC	2,779	4,173	9,607	13	16	100	230	124	8,892	230
Oral Roberts University School of Theology	ACCRED	OK	INTER	4,990	5,936	0	19	27	80	460	271	8,250	190
Pacific Lutheran Theological Seminary	ACCRED	CA	ELCA	3,325	3,546	4,893	13	16	427	96	99	7,500	280
Pacific School of Religion	ACCRED	CA	INTER	5,898	7,051	39,962	18	30	427	217	153	9,360	50
Payne Theological Seminary	ACCRED	OH	AME	817	839	0	5	10	29	100	77	5,280	0
Perkins School of Theology	ACCRED	TX	UMC	12,697	12,697	69,630	29	32	315	516	346	9,074	2,210
Phillips Theological Seminary	ACCRED	OK	DISCPL	3,098	3,098	3,612	7	8	106	195	114	7,519	242
Phoenix Seminary	ACCRED	AZ	NONDEN	1,737	1,783	1,211	8	10	41	177	89	6,227	160
Pittsburgh Theological Seminary	ACCRED	PA	PCUSA	8,442	9,508	139,089	22	24	269	385	245	8,280	48
Pontifical College Josephinum	ACCRED	OH	RC	4,492	4,774	20,771	11	12	136	68	77	12,800	
Prairie Graduate School	CAND	AB	INTER	671	671	0	4	5	17	76	41	3,222	380
Princeton Theological Seminary	ACCRED	NJ	PCUSA	45,229	51,757	739,156	51	59	497	746	674	8,000	1,500
Samuel DeWitt Proctor School of Theology	ACCRED	VA	ABCUSA	1,728	1,728	0	7	12	322	842	796	4,500	650
Protestant Episcopal Theological Seminary in Virginia	ACCRED	VA	EPISC	10,767	11,636	109,665	17	26	169	249	219	7,400	210
Providence College and Seminary	ACCRED	MB	INTER	1,675	2,044	0	11	16	58	284	202	5,550	450
Queen's College	ASSOC	NF	ANGL	341	341	2,492	1	6	4	82	39	3,950	100
Queen's Theological College	ACCRED	ON	UCCAN	1,741	1,933	5,065	13	17	72	157	74	4,211	319
Reformed Episcopal Seminary	ASSOC	PA	RFEPISC	291	300	0	7	9	24	10	7	5,025	
Reformed Presbyterian Theological Seminary	ACCRED	PA	RFPRES	653	673	1,349	4	8	54	86	55	6,876	0
Reformed Theological Seminary	ACCRED	MS	INTER	12,726	14,007	22,908	30	36	190	695	478	7,150	130

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
Regent College	ACCRED	BC	INTER	6,258	7,502	9,096	16	19	118	674	338	10,350	560
Regent University School of Divinity	ACCRED	VA	NONDEN	4,445	4,615	0	10	12	109	681	314	10,050	1,000
Regis College	ACCRED	ON	RC	2,133	2,133	4,812	14	21	101	217	130	4,106	682
Sacred Heart Major Seminary	ACCRED	MI	RC	1,911	1,911	0	13	15	130	125	88	9,254	70
Sacred Heart School of Theology	ACCRED	WI	RC	4,977	5,615	7,120	13	15	103	127	77	10,250	600
St. Andrew's College	ACCRED	SK	UCCAN	1,914	2,011	4,593	10	12	41	546	177	4,000	165
St. Augustine's Seminary of Toronto	ACCRED	ON	RC	2,506	3,509	11,696	9	15	35	126	70	4,107	537
St. Bernard's School of Theology and Ministry	ACCRED	NY	RC	1,037	1,037	688	4	7	327	175	70	8,720	60
St. Charles Borromeo Seminary	ACCRED	PA	RC	3,233	3,487	13,285	12	24	87	262	168	9,965	0
SS. Cyril & Methodius Seminary	ACCRED	MI	RC	1,469	1,586	8,020	9	10	84	60	38	7,950	625
Saint Francis Seminary	ACCRED	WI	RC	4,091	4,393	7,446	12	14	95	211	51	6,200	40
St. John's Seminary	ACCRED	CA	RC	4,461	4,779	22,072	24	26	40	77	68	9,500	4,893
St. John's Seminary	ACCRED	MA	RC	9,426	9,426	28,121	13	17	162	108	82	8,000	4,500
St. John's University School of Theology - Seminary	ACCRED	MN	RC	2,918	3,211	12,657	7	11	415	158	105	10,168	160
St. Joseph's Seminary	ACCRED	NY	RC	4,508	5,499	21,333	8	19	105	104	104	0	
Saint Mary Seminary and Graduate School of Theology	ACCRED	OH	RC	1,614	1,614	133	12	20	70	118	58	7,665	50
St. Mary's Seminary and University	ACCRED	MD	RC	7,715	8,414	58,371	14	19	117	292	164	10,900	315
Saint Meinrad School of Theology	ACCRED	IN	RC	4,779	5,745	23,782	17	19	168	158	115	6,047	275
Saint Paul School of Theology	ACCRED	MO	UMC	5,014	5,604	29,504	15	18	97	319	193	9,900	330
Saint Paul Seminary School of Divinity	ACCRED	MN	RC	919	919	7,385	15	18	104	104	79	13,515	
St. Patrick's Seminary	ACCRED	CA	RC	4,074	4,074	22,022	11	15	113	102	102	8,880	8,100
St. Peter's Seminary	ACCRED	ON	RC	1,449	1,655	2,472	14	16	65	58	41	4,115	747
St. Tikhon's Orthodox Theological Seminary	CAND	PA	OCA	759	759	0	4	7	42	38	37	2,740	20
Saint Vincent Seminary	ACCRED	PA	RC	1,395	1,697	4,232	7	16	103	90	95	13,440	56
St. Vincent de Paul Regional Seminary	ACCRED	FL	RC	2,754	3,438	0	11	13	73	89	60	9,500	
St. Vladimir's Orthodox Theological Seminary	ACCRED	NY	OCA	2,505	3,593	9,819	9	15	122	81	61	6,000	200
San Francisco Theological Seminary	ACCRED	CA	PCUSA	10,880	12,021	52,482	19	32	427	591	316	8,800	200
Seabury-Western Theological Seminary	ACCRED	IL	EPISC				8	13	483	199	118	12,420	640

TABLE 9: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
Seattle University School of Theology and Ministry	ACCRED	WA	RC	4,402	4,402	1,408	16	25	69	244	117	11,304	65
Seminary of the Immaculate Conception	ACCRED	NY	RC	3,044	3,054	1,855	8	13	54	150	85	12,000	1,320
Seventh-day Adventist Theological Seminary	ACCRED	MI	SDADV	7,908	8,847	0	34	36	154	534	426	4,220	426
Shaw University Divinity School	ACCRED	NC	GBAPTNC	832	832	0	4	8	12	143	125	7,774	970
South Florida Center for Theological Studies	ASSOC	FL	INTER	631	631	69	4	7	19	64	50	6,300	250
Southeastern Baptist Theological Seminary	ACCRED	NC	SBC	16,999	20,861	16,818	57	65	188	1,508	866	2,160	220
Southern Baptist Theological Seminary	ACCRED	KY	SBC	21,020	23,922	83,506	40	67	381	1,903	1,145	3,048	55
Southwestern Baptist Theological Seminary	ACCRED	TX	SBC	28,601	34,470	111,408	82	111	487	3,008	460	3,033	498
Starr King School for the Ministry	ACCRED	CA	UUA	1,468	1,688	4,602	5	10	427	67	67	10,902	0
Talbot School of Theology	ACCRED	CA	INTER	9,328	11,041	0	40	58	281	762	376	10,464	0
Taylor Seminary	ACCRED	AB	NABAPC	971	1,051	731	4	5	58	110	57	5,190	204
Toronto School of Theology	ACCRED	ON	INTER	938	938	1,382		0				4,107	665
Trinity College Faculty of Divinity	ACCRED	ON	ANGL	1,839	1,839	0	5	6	67	123	72	4,380	1,086
Trinity Episcopal School for Ministry	ACCRED	PA	EPISC	3,233	3,417	6,688	10	21	86	246	119	7,200	455
Trinity Evangelical Divinity School	ACCRED	IL	EFCA	12,282	14,656	5,609	38	49	244	1,290	814	10,750	100
Trinity Lutheran Seminary	ACCRED	OH	ELCA	7,578	7,921	30,881	18	23	135	220	179	9,890	546
George W. Truett Theological Seminary of Baylor University	ACCRED	TX	BAP-BGCT	4,834	4,834	18,283	11	14	1,963	353	298	9,096	889
Turner School of Theology of Southern Christian University	ASSOC	AL	CHUCHR	1,136	1,136	0	13	13	75	70	69	7,380	800
Tyndale Seminary	ACCRED	ON	INTER	7,254	8,065	2,590	14	25	82	723	375	6,290	448
Union Theological Seminary	ACCRED	NY	INTER	14,245	15,338	64,732	20	28	604	249	218	14,700	1,300
Union Theological Seminary and PSCE	ACCRED	VA	PCUSA	15,160	16,218	117,686	31	39	322	373	266	7,000	200
United Theological Seminary	ACCRED	OH	UMC	4,808	5,056	6,836	15	15	142	288	175	8,544	60
United Theological Seminary of the Twin Cities	ACCRED	MN	UCC	3,596	3,659	10,956	9	13	85	236	124	8,760	145
University of Chicago Divinity School	ACCRED	IL	NONDEN	13,224	13,224	0			41	319	323	17,379	152
University of Dubuque Theological Seminary	ACCRED	IA	PCUSA	3,319	3,400	21,730	11	16	167	144	116	6,950	140
University of Notre Dame Department of Theology	ACCRED	IN	RC				44	56	313	175	175	25,410	250
University of St. Mary of the Lake Mundelein Seminary	ACCRED	IL	RC	6,520	9,083	23,971	20	30	179	238	233	13,151	375
University of St. Michael's College	ACCRED	ON	RC	2,482	2,482	9,939	10	15	137	177	98	4,800	375

TABLE 7: SIGNIFICANT INSTITUTIONAL CHARACTERISTICS OF EACH MEMBER SCHOOL, 2002-2003

Note: This table parallels TABLE 1.2 on the ATS website <www.ats.edu>

NAME	STATUS	PROVINCE/ STATE	CHURCH/ DENOMINATION	EXPENDITURES ($000) E & G	EXPENDITURES ($000) TOTAL	LONG-TERM INVEST $(000)	FACULTY F.T.	FACULTY F.T.E.	LIBRARY VOLS. (000)	ENROLLMENT H.C.	ENROLLMENT F.T.E.	MASTER OF DIVINITY TUITION	MASTER OF DIVINITY FEES
University of St. Thomas School of Theology	ACCRED	TX	RC	1,268	1,268	0	8	10	66	286	242	11,038	
University of the South School of Theology	ACCRED	TN	EPISC	7,549	8,236	43,041	11	14	139	220	165	11,550	425
The University of Winnipeg Faculty of Theology	CAND	MB	INTER	617	617	0	7	7	587	347	154	2,760	20
Vancouver School of Theology	ACCRED	BC	INTER	3,560	4,765	5,348	5	9	94	168	110	4,780	145
Vanderbilt University Divinity School	ACCRED	TN	INTER	8,199	8,199	0	22	24	213	209	155	19,096	1,146
Wake Forest University Divinity School	ASSOC	NC	INTER	2,735	2,735	3,857		8	27	72	72	11,450	350
Wartburg Theological Seminary	ACCRED	IA	ELCA	5,919	6,981	16,526	16	18	86	178	170	6,900	374
Washington Theological Union	ACCRED	DC	RC	4,648	4,792	8,399	19	23	97	198	112	14,700	250
Waterloo Lutheran Seminary	ACCRED	ON	ELCC	1,549	1,549	4,359	8	10	34	74	39	3,698	152
Wesley Biblical Seminary	ACCRED	MS	INTER	2,338	2,368	93	9	10	52	102	61	6,540	
Wesley Theological Seminary	ACCRED	DC	UMC	8,818	9,389	26,455	20	27	167	734	403	11,100	112
Western Seminary	ACCRED	OR	CBAPTAA	4,768	4,987	4,570	20	27	57	681	304	9,000	
Western Theological Seminary	ACCRED	MI	RFCHAM	5,509	6,039	28,885	10	12	116	178	131	7,136	60
Westminster Theological Seminary	ACCRED	PA	INTER	7,664	8,064	3,881	17	36	122	730	456	10,030	40
Westminster Theological Seminary in California	ACCRED	CA	NONDEN	2,389	2,400	402	9	11	51	153	106	9,540	40
Weston Jesuit School of Theology	ACCRED	MA	RC	4,064	4,472	4,494	20	25	237	219	197	12,600	300
M. Christopher White School of Divinity	ACCRED	NC	BAPTNC	2,449	2,449	0	8	9	30	197	124	6,150	20
Winebrenner Theological Seminary	ACCRED	OH	COGGC	1,689	1,735	411	8	10	44	78	56	7,485	97
Wycliffe College	ACCRED	ON	ANGL	2,419	2,592	14,469	8	12	67	230	141	4,107	1,120
Yale University Divinity School	ACCRED	CT	INTER	13,420	13,420	152,411			450	408	358	15,070	1,100

36

The Association of Theological Schools
IN THE UNITED STATES AND CANADA

10 Summit Park Drive, Pittsburgh, PA 15275-1103
Phone: 412-788-6505 • Fax: 412-788-6510 • Website: www.ats.edu

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").